DOCUMENT RESUME

ED 084 413 CE 000 586

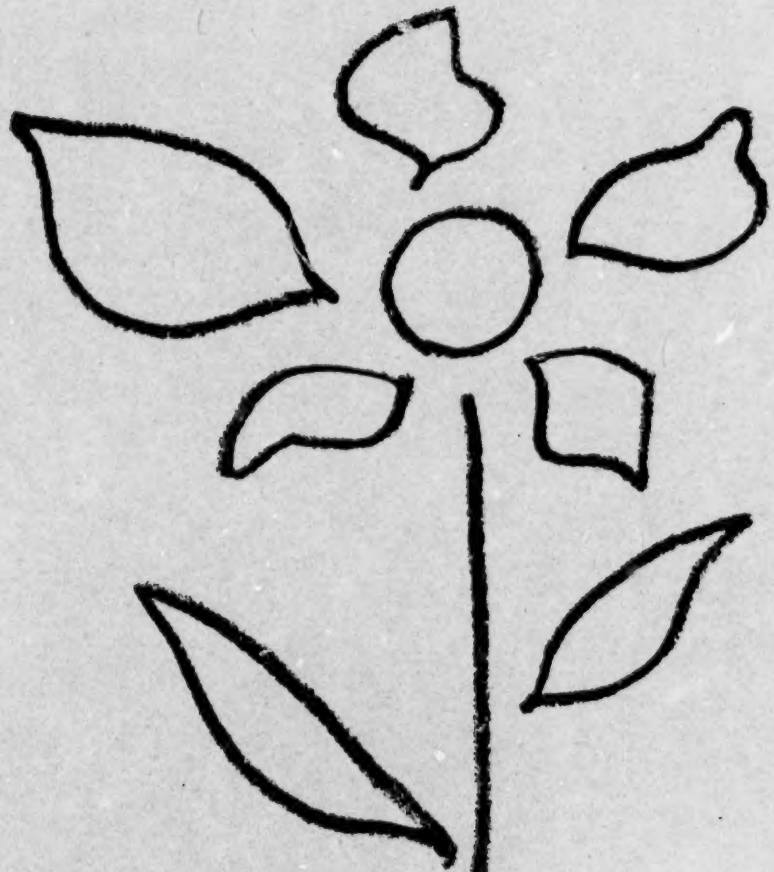
AUTHOR Wilder, Dee, Comp.; And Others
TITLE Annotated Bibliography on Career Education. For Secondary Educators.
INSTITUTION Tennessee Research Coordinating Unit for Vocational Education, Knoxville.
PUB DATE [73]
NOTE 78p.; For related documents, see CE 000 587 and CE 000 588, Bibliography Series 2

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Annotated Bibliographies; *Career Education; Counseling; *Curriculum; Disadvantaged Groups; Elementary Education; Guidance; Junior High Schools; Library Reference Services; Models; *Secondary Education

ABSTRACT

The material presented within this revised and updated annotated bibliography will be useful to educators who wish to become familiar with the career education concept and to integrate it into the existing school curricula. Listings are grouped under seven headings: Models and Guidelines, Elementary Level, Middle School and Junior High Level, Secondary Level, Guidance and Counseling, Disadvantaged, and Background References. Annotations have been taken from a search of ERIC files through December, 1972. (Annotated bibliographies for postsecondary educators and administrators also are available as part of this series). (EA)

ED 084413



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE-
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Career Education Annotated Bibliography

For Secondary Educators

CE 000 586

FILMED FROM BEST AVAILABLE COPY

TENNESSEE STATE BOARD FOR VOCATIONAL EDUCATION · BENJAMIN E. CARMICHAEL, EXECUTIVE OFFICER · NASHVILLE 37219

Bibliography Series No. 2

ED 084413

Annotated Bibliography On Career Education

For Secondary Educators

Compiled by:

Ms. Dee Wilder, Information Specialist
Ms. Rella Hines, Research Assistant
Ms. Susan Sutton, Graduate Assistant

Tennessee Research Coordinating Unit for Vocational Education
State Department of Education
Division of Vocational-Technical Education
and
College of Education
The University of Tennessee

TABLE OF CONTENTS

	Page
Introduction	ii
Models and Guidelines	2
Elementary Level	17
Middle School and Junior High Level	24
Secondary Level	30
Guidance and Counseling	48
Disadvantaged	61
Background References	67

INTRODUCTION

The material presented within this annotated bibliography represents an effort to revise and update a preliminary edition which was printed in July, 1972. The preliminary edition of the bibliography was distributed to participants in a career education workshop at Halls High School, sponsored by the Tennessee Appalachia Educational Cooperative, in the summer of 1972. These individuals responded to a questionnaire concerning content and format and a summary of their recommendations served as guidelines for this revision. Briefly, the following items were favored by most of the respondents: (1) color-coded sections; (2) loose-leaf form; (3) junior high documents presented apart from secondary level documents; and (4) inclusion of additional references without annotations.

This bibliography, designed especially for use by secondary educators, contains the following sections as deemed appropriate by the authors:

Models and Guidelines

Elementary Level

Middle School and Junior High Level

Secondary Level

Guidance and Counseling

Disadvantaged

Background References

Annotated bibliographies for postsecondary educators and administrators are also available as part of this series and may be obtained on loan from the RCU library.

The annotations have been taken from a search of the ERIC (Educational Resources Information Center) files through December of 1972. The following indexes were searched:

Research in Education (RIE)

Current Index to Journals in Education (CIJE)

Abstracts of Instructional Materials in Vocational-Technical Education (AIM)

Abstracts of Research and Related Materials in Vocational-Technical Education (ARM)

Those documents which are identified by an "ED" or "VT" number are available through the ERIC system and may be obtained on microfiche (a 4" x 6" sheet of film containing up to 98 pages of printed material in reduced form) for ten cents per individual sheet from the RCU library. In the event that a microfiche reader or reader-printer, required to enlarge the microfiche for reading, is not readily available, the RCU can provide approximate cost and ordering information for obtaining documents in hard copy form.

Those documents which are identified by an "EJ" number have been taken from Current Index to Journals in Education and are not available from the RCU. Most of these journal articles, however, are available at college and university libraries throughout the State.

It is hoped that this bibliography will be useful to educators who are interested in becoming familiar with the career education concept and in attempting to integrate it into the existing school curricula.

MODELS AND GUIDELINES

Arizona State Advisory Board for Vocational Education. Career Education in Arizona. The 3R's Plus Career Education. Phoenix: Arizona State Dept. of Education. (ED 063 470)

Three goals of career education, as stated by the state advisory council, are to help students: (1) learn to live, (2) learn to learn, and (3) learn to make a living. The program is available for students from kindergarten through university levels, and includes an awareness to the world of work, broad orientation to occupations, indepth exploration of selected career clusters, and career preparation for all students. This document briefly describes career education in Arizona, particularly the 13 pilot programs funded by a $1.9 million allocation beginning in July of 1971.

Bailey, Larry J., Ed. Facilitating Career Development: An Annotated Bibliography. Final Report. Springfield: Illinois State Board of Vocational Education and Rehabilitation; Carbondale: Vocational and Technical Education Division, Southern Illinois University, 1970. (ED 042 217)

This annotated bibliography presents abstracts of publications which focus on finding new directions for implementing career practices within the classroom. It is limited to programs, practices, and techniques which are operational or have demonstrated potential for enhancing the process of career development.

Banathy, Bela H. and Robert M. Peterson. Employer Based Career Education (EBCE). Berkeley, California: Far West Lab for Educational Research and Development, 1972. (ED 065 664)

The Far West Laboratory for Educational Research and Development is designing the employer based career education model. The model is now at the advanced design phase and is soon to be pilot tested.

Bingham, William C. "The Career Model: Singular or Plural?" Counseling Psychologist. Vol. 1, No. 1, 1969, pp. 32-34. (EJ 009 172)

Bottoms, Gene. Career Development Education K Through Postsecondary and Adult Education. Atlanta: Georgia State Dept. of Education, Division of Vocational Education. (ED 062 580)

This paper is based on the premises that comprehensive career development programs for kindergarten through postsecondary and adult education must be developed in order to meet individual and societal needs, and that for many youth, career development experiences represent a core around which other school experiences might be organized and made meaningful.

Brown, Duane, et. al. A Career Development Guide for West Virginia Teachers. Morgantown: West Virginia University, Dept. of Counseling and Guidance. (ED 065 722)

This guide was designed for teachers to use in incorporating career development into their curriculum. General objectives and implementation techniques are presented as are suggested activities and resources for grades K-12. An extensive list of materials and sources of information about career development and suggestions for establishing a placement service are appended.

Bush, Donald O., et. al. The World of Working and Learning. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 881)
This position paper presents guidelines for an approach to career planning which integrates educational experiences with the world of work and job requirements, based on models developed in 1968 for the purpose of planning the "image of the world of work" program. It provides the rationale and the application of the models for general work-production and presents a guide for planning, work process, and evaluation.

California State Department of Education. Model Cities Survey; A Comprehensive Program of Occupational Exploration and Vocational Education, A Conceptual Plan. Sacramento: California State Dept. of Education, Instructional Materials Lab, 1969. (ED 042 000)
Funds made available through the federal model cities program allowed Denver to develop a conceptual plan for occupational exploration and education. Major recommendations of the study include: (1) provisions for innovation, development, and change should be incorporated as part of the operational philosophy of the public schools, (2) community groups should be involved in providing direction in the public schools, (3) continuing evaluation of school programs is most important, (4) each high school should be as comprehensive as the student population may justify, and (5) the program of guidance services should include vocational guidance.

Call, John P. Diversified Satellite Occupations Program. Interim Report. Salt Lake City, Utah: Granite School District, 1971. (ED 060 196)
This interim report, covering the period of September 1970 to June 1971, describes a program conducted for elementary, junior high, and senior high grades.

Case Western Reserve University. A Working Curriculum Paper on Technology and the World of Work and Careers. Cleveland: Case Western Reserve University, Ohio Dept. of Education, 1970. (ED 052 359)
This paper is concerned with technology as an area of study in education and how children might learn about technology. The curriculum strategy is intended to help the student gain the skills needed to enable him to earn his way in society, to understand his part in the work force, to understand how technology affects his life, to try out tentative career directions, and to find out about his skills, abilities, interests, beliefs, and values as they apply to technology, the "world of work," and "self."

Cincinnati University, Ohio; Kent State University, Ohio; Toledo University, Ohio. Ohio's Career Continuum Program. Career Exploration Program, Grades 9-10 for the Individual, School and Community, and Career Choices. A Workshop Report. 1971. (ED 065 729)
This curriculum guide for a student centered career education curriculum providing "hands-on" experiences describes a theoretical framework for career exploration, focusing on ten occupational clusters and six personal developmental areas. Developmental and behavioral objectives are correlated with student activities (grades 9 and 10) while program objectives and methods of program implementation are detailed.

Crews, Alton C. "Career-Oriented Curriculum; Cobb County Model." American Vocational Journal. Vol. 44, No. 9, 1969, p. 17. (EJ 011 919)
The curriculum for kindergarten through college and continuing education must serve all: "The college-bound students, the soon-to-be-married student, and the student heading for the labor market upon high school graduation.

Crum, Dwight R., et. al. Vocational Education for the 1970's: Conference Discussion Paper. Office of Education (DHEW), Washington, D.C.: Division of Vocational and Technical Education, 1971. (ED 053 301)
A framework for career education system must be provided that will introduce the world of careers, provide exploration, guidance, and counseling, provide specific skills, provide pre-technical and more technical education, and upgrade and retrain throughout adulthood. Objectives of vocational career development and the goals of vocational education are identified.

Darcy, Robert L., et. al. Workshop in Developing Guidelines for Planning Career Development Programs K-12 in Ohio. Columbus: Ohio State Dept. of Education, 1971. (ED 052 477)
This document consists of six papers which take a systematic look at the range of current career guidance methods, gives a model for implementing career development programs, considers obstacles to change the implementation of change compromise, describes the Developmental Career Guidance Project, presents integrated models for using resources in a career development program, and gives an introduction to the economics component of the proposed Ohio Career Development Program.

Daws, Peter P. A Good Start in Life. England: Leeds University, Vocational Guidance Research Unit, Dept. of Psychology, 1966. (VT 008 604)
An outline model of an ideal system of provision toward which to work, and a framework within which to define the priorities of vocational guidance research are the objectives of this paper.

Devore, Paul W. "Preparing People for the World of Work." Journal of Industrial Arts Education. Vol. 29, No. 50, March-April 1970, pp. 22-28. (EJ 019 888)
Topics discussed are: (1) man and work, (2) social-cultural issues, (3) vocational maturity, (4) social environment, (5) function and responsibility, (6) adaptability to change, (7) a time for assessment, (8) preparing for work, (9) role commitment, (10) the need for change, and (11) redirecting the tasks.

District of Columbia Board of Education. A Plan for Career Development in the Public Schools of the District of Columbia. Task Force Report 5: Vocational Education. Washington: District of Columbia Board of Education, 1969. (VT 011 364)
To design a plan for implementing recommendations for vocationally oriented programs at all education levels and specialized vocational training directed toward specific career objectives, an 18-member task force reviewed recommendations from several studies, conferred with vocational education specialists and school administrators, and conducted a public opinion survey among students, teachers, and the community.

Eaddy, K. M. An Exemplary Model for a Total Ecological Approach to Non-Graded Vocational Programs in Separate Education Centers. Final Report. Tallahassee: Florida Vocational Programs Research Coordinating Units, 1971. (VT 014 688, ED 060 193)

This project was designed to implement an exemplary model for a total approach to non-graded vocational programs in four separate centers in Florida. Specific objectives were to: (1) improve student attitudes toward the environment, (2) improve academic achievement of students, (3) develop students' occupational skills, and (4) improve the methods, techniques, skills and attitudes of teachers.

Education Commission of the States. National Assessment of Educational Progress. Objectives for Career and Occupational Development. Denver, Colorado: Education Commission of the States, 1971. (ED 059 119)

Two organizations experienced in test construction, the American Institutes for Research (AIR) and Science Research Associates (SRA) assumed, under contract, the responsibility for formulating statements of career and occupational development (COD) objectives acceptable to scholars, educators, and lay citizens. Five major objectives are followed by sub-objectives and further defined in terms of those objectives which should be attained by age 9, age 13, age 17, and (young) adult. The objectives will serve as the basis of exercises that will be administered at four age levels in 1972-73.

Ellis, Allan B. A Rudimentary Demonstration for the Information System for Vocational Decisions--Orientation, Guidance Scripts, Test of Occupational Knowledge, and a Script Writing Language. Information System for Vocational Decision, Project Report No. 11. Cambridge: Harvard University, Graduate School of Education, 1967. (ED 014 110)

A computerized information system for vocational decisions is described and demonstrated. Demonstration materials include an introduction to the system, six scripts, a test of occupational knowledge, and a script writing language. The six part occupational knowledge test deals with particular job classifications and the inquirer's occupational choice. The Minorca script-writing language is discussed and explained. Script copies are appended.

English, Joseph L. An Occupational Vocational Education Model for the State of Delaware. Interim Report (October 1, 1970 - September 30, 1971). Milford: Delaware State Board for Vocational Education, 1971. (ED 058 420)

The two main objectives of this project were: (1) to create a meaningful cooperative effort between the Kent County Vocational-Technical School District and the Milford School District for the purpose of expanding vocational education, and (2) to establish a system to serve as a model for future expansion of vocational education in Delaware. Procedures included defining the administrative continuity, formation of an advisory council, selection of the project staff, and organizing the project to coincide with existing administrative structure.

Florida State Dept. of Education. "Countdown to the 70's." Occupational Information for Upper Elementary and Middle Grades. Tallahassee: Florida State Dept. of Education, Division of Vocational, Technical, and Adult Education, 1971. (ED 059 364)

An innovation approach to teaching elementary and secondary students about the world of work developed under ESEA Title III funds in Atlanta using 39 television programs, this program will be useful to the teacher or curriculum writer. Each unit represents an occupational area, such as employment opportunities in hospitals, education, banking, or major industries such as petroleum, textiles, or newspapers. For each occupational area, specific jobs are defined according to duties, personal qualifications, and training. A glossary and recommended references are included.

Fuka, George J. A Graphic Analysis for the Development of a Master Plan Concept. Chicago: Great Cities Program for School Improvement Research Council, 1966. (VT 002 379)

The purpose of the master plan concept for school development education is to serve as a nationwide guide which is systematically and cooperatively developed by a consortia of educational leaders. An organizational plan necessary to support the master plan concept in the three categories of developmental, functional, and operational is graphically illustrated.

Haines, Peter G. and David Hyslop. A Reference Bibliography for General Work Experience and Cooperative Occupational Plans of Instruction. East Lansing: Michigan State University, Dept. of Secondary Education and Curriculum. (ED 065 732)

This bibliography of reference materials on cooperative education and general work experience programs will prove useful to teachers, coordinators, and administrators in inservice courses and to graduate students who seek indepth information. The references include unpublished state bulletins, research reports, and items in the ERIC retrieval system, in addition to sources available through library collections of periodicals.

Hamilton, Jack A. and William J. Webster. Occupational Information as an Integral Strand in the PLAN Social Studies Curriculum. Washington, D.C.: American Educational Research Association, American Institutes for Research, 1970. (ED 038 666)

Through the economics strand in the social studies curriculum, PLAN provides students with a broad program of occupational education. The program consists of approximately 30 individualized learning units distributed across all levels of instruction. The primary level unit is the introduction to work, the intermediate covers practice in decision-making, the secondary level concentrates on exploration and making specific post high school plans.

Harvard University. Second Annual Report, June 1, 1967 - May 31, 1968. Cambridge: Harvard University Graduate School of Education, New England Education Data Systems, Cambridge, Massachusetts, Newton Public Schools, West Newton, Massachusetts, 1968. (ED 032 581)

The program of the information system for vocational decisions (ISVD) is so designed that the student can relate knowledge about himself to data about education, training, and work and thereby create a

body of information on which he can base his career decision. The entire program links person, computer, and teacher or counselor in such a way that the student can conduct a dialogue with the computer while the counselor assists in interpreting and evaluating the results of the dialogue.

Herr, Edwin L. Review and Synthesis of Foundations for Career Education. ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, Ohio, 1972. (VT 014 605)
This document is an identification, review, and synthesis of major antecedents to career education which are available in history, philosophy, and theory. This review intends to identify elements of conceptual support and trend lines leading to career education in an effort to clarify the underlying assumptions and belief systems for potential program developers and decision-makers.

Hershenson, David B. "Techniques for Assisting Life-State Vocational Development." Personnel Guidance Journal. Vol. 47, No. , April 1969, pp. 776-780. (EJ 003 647)
The purpose of this workshop was to develop guidelines for planning career development programs for grades K-12. The following seven persons from various universities throughout the U.S. presented papers: Kenneth B. Hoyt, Kenneth B. Hoyt, Jerrold M. Lewis, Norma E. Leonard, Harry N. Drier, Juliet V. Miller, and Robert L. Darcy.

Holden, H. Dale. "Career Education, An Approach." Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 31, No. 7, 1972, pp. 220-221. (EJ 059 197)

Holland, John L. and Douglas R. Whitney. "Career Development." Review of Educational Research. Vol. 39, No. 2, 1969, p. 227. (EJ 003 620)

Holstein, Herbert E. Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exploratory Activities. Interim Report. Hamlin, West Virginia: Lincoln County Schools, 1971. (ED 059 307)
Covering a year's activities, this interim report describes a comprehensive program of vocational education in a rural, economically depressed area. Specific features of the program include the introduction of: (1) career awareness in grades 1-6, (2) career orientation activities in grades 7-8, (3) career exploration in grades 9-10, (4) intensified occupational guidance, counseling, and job placement activities, and (5) intensified skill development activities for students terminating their formal education.

Holstein, Herbert E. Career Education; A Curriculum Model and Strategies for Implementation. Hamlin, West Virginia: Lincoln County Schools, 1971. (ED 059 305)
Described in this publication is a comprehensive career education program which begins in grade 1 and continues through grade 12. Specifically developed for a rural, economically depressed area, the program includes a structuring of basic subjects around the theme of career opportunities and requirements in the world of work.

Horyna, Larry L., et. al. Working, Learning, and Career Planning: A Cooperative Approach to Human Resource Development. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 874)

This position paper presents a brief review of existing manpower programs and policies, proposed objectives and organizational structure of the CCP, a model for evaluation, and a selected bibliography.

Hugueley, James E. An Accelerated Project for a Systems Program Approaching Non-Unemployment of Vocational Students. Interim Report. Memphis, Tennessee: Memphis City School System, Division of Vocational Education. (VT 014 388)

This document provides an assessment of the six phases of the project which include: (1) the job guidance and placement center, (2) the elementary program, (3) the career opportunities, and (4) the computer storage and retrieval system. An evaluation of various phases revealed that all components of the project are progressing toward stated objectives.

Hurt, Mary Lee. "Vocational Home Economics--Present and Future." Journal of Home Economics. Vol. 64, No. 5, 1972, pp. 26-31. (EJ 058 913)

Impellitteri, Joseph T. "A Computer-Assisted Career Exploration System." National Business Education Quarterly. December 1968. (EJ 000 379)

Key, James P. "What Do the Theorists Say About Occupational Choice?" Agricultural Education Magazine. Vol. 42, No. 11, May 1970, pp. 280-281. (EJ 018 468)

This article is based on Dr. Key's dissertation, "A Theoretical Framework for an Occupational Orientation Program," which was completed at North Carolina State University in 1969. Dr. Key is Assistant Professor of Agricultural Education at Oklahoma State University in Stillwater.

Korizek, William A. The Next Step--A Comprehensive Program in Occupational Preparation and Placement. Interim Report. Montana: Helena School District 1, 1971. (ED 060 187)

The purpose of the project was to find ways to bring about the implementation of more career education and occupational information in all levels of education. Specific objectives of this project include: (1) broadening occupational orientation at the elementary and secondary levels, (2) preventing dropouts, (3) developing opportunities for work experience, and (4) providing more vocational guidance services.

Lakeshore Technical Institute. K-12 Career Education Guide. Sheboygan, Wisconsin: Lakeshore Technical Institute. (ED 061 429)

This curriculum guide describes the 16 basic career concepts and 205 general objectives taken from the Wisconsin State Career Curriculum Model and evaluated by teachers and counselors at the first Lakeshore Technical Institute. Grouped first by grade level (K-3, 4-6, 7-9, and 10-12) and then by subject area (communications, math, social studies, and vocational education), both grade level and subject matter rationales are divided into separate conceptual patterns to be introduced, developed, and emphasized.

Marland, Sidney P., Jr. Career Education. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1971. (ED 056 203)

Career education combines vocational, general, and college-preparatory education into a curriculum designed to provide educational experiences that will prepare an individual for economic independence, personal fulfillment, and an appreciation for the dignity of work. Career education will be integrated in the early school years, beginning with kindergarten and progressing through grade 12. In the elementary years, the curriculum will relate reading, writing, and arithmetic to the ways adults earn a living, and during junior high school years, students will explore career opportunities in various occupational clusters. By senior high school, students will concentrate on one cluster, developing sufficient skill in a specific occupation to qualify for a job upon graduation from high school.

Marland, Sidney P., Jr. Career Education--More Than a Name. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1971. (ED 050 295)

The National Center for Educational Research and Development is concentrating on the development of three model career education programs. The first model would affect kindergarten through junior college by reshaping the curriculum to focus directly on the concept of career development. The second model would be created, developed, operated, and supported primarily by business in companionship with the schools. This program would concentrate on the 13 to 20 age group who have left school without needed competencies. The final model is a plan to use the home and community institutions to reach and teach persons with limited formal school and skills needed in successful employment. Such programs will give vocational education the national prestige that it needs.

Marland, Sidney P., Jr. Educating for the Real World. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1971. (ED 053 309)

The Office of Education is giving major emphasis to the design of a workable career education system that can be tested at a number of Federally financed pilot installations and, when satisfactorily developed, offered to the entire country.

Marland, Sidney P., Jr. A Time for Leadership in Education. Washington, D.C.: Office of Education (DHEW), Washington, D.C., 1972. (ED 059 176)

After a brief review of the position of women in educational administration, the Commissioner examines the role of leadership in encouraging change and improvement. Administrators have a particularly sensitive and demanding role as working partners with teachers and the community.

McCaleb, Omer. Project VIGOR, Vocational Cluster Education, Integrated and Articulated Grades 1 Through 14 with Guidance Services, Occupational Exploration and Work Experience Relevant to General Education. First Interim Report. Portland, Oregon: David Douglas Public Schools, July 15, 1971. (ED 058 418)

Project VIGOR staff held a teacher orientation workshop to introduce the career education concept as envisioned by Oregon's career education program, which is basically a program of vocational cluster courses for junior and senior high students.

McMinn, James H. The Career-Centered Curriculum for the Vocational Complexes in Mississippi. Interim Report. Jackson, Mississippi: Mississippi State Board for Vocational Education, July, 1971. (ED 059 396)

This project was designed to develop and demonstrate to teachers, administrators, and the public, a coordinated and integrated program of career development from grade 1 through postsecondary vocational-technical education, in order to give impetus to the development of career-centered curriculums for vocational complexes in Mississippi.

Minnesota State Dept. of Education. Developing and Operating a Vocational Center. St. Paul: Minnesota State Dept. of Education, Division of Vocational and Technical Education, May 17, 1971. (ED 058 421)

A vocational center is a joint effort among neighboring districts to provide comprehensive vocational education for K-12 students and adults in the community. Information on funding and costs, program and goals, and legislative action is included.

Morgan, Robert L., Ed., et. al. Synopses of Selected Career Education Programs: A National Overview of Career Education. Raleigh: North Carolina State University, Center for Occupational Education, April 1972. (ED 063 461)

This document is the result of a series of on-site visits made by the North Carolina center staff to projects in 30 states and a review of self-studies submitted by the projects. Basic information includes grade levels, program goals, general characteristics, and a contact person for further information.

Office of Education (DHEW). Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: Office of Education (DHEW), Division of Vocational and Technical Education, November 1971. (ED 060 189)

This document contains an abstract of each of 54 research-based vocational exemplary projects. The state, project title, director, applicant organization, estimated funds, duration, and a program description are included in each abstract.

Office of Education (DHEW). Career Education. Washington, D.C.: Office of Education (DHEW), 1971. (ED 059 396)

The fundamental concept of career education is that all educational experiences, curriculum, instruction, and counseling should be geared to preparation for economic independence and an appreciation for the dignity of work.

Olson, LeVene A. Career Development Components in Vocational Education: A Diagrammatic Model K-12. Huntington, West Virginia: Marshall University, Dept. of Vocational-Technical Education. (ED 064 509)

Planned educational experiences that relate to occupations and that are provided by elementary and secondary teachers constitute the components of the career development education described in this document. These experiences include decision-making experiences, industrial visits, counseling, career games, simulations, and periodic career conferences. A bibliography categorized by service areas is included.

Pittsburgh Public Schools. Occupational-Vocational-Technical (OVT) Curriculum and Guidance, Employment Supervision, Social Development. Evaluation Reports, 1966. Pittsburgh, Pennsylvania: Pittsburgh Public Schools, 1966. (VT 001 514)

Progress reports of three experimental programs in the Pittsburgh Public Schools are presented. Plans call for exposure of students to all job areas in grades 6, 7, and 8, a narrowing of focus in grades 9 and 10, and a choice of a specific job area in grades 11 and 12.

Pointer, Leah S., Ed. The World of Work. A Curriculum Guide for Grades One Through Twelve. New Orleans, Louisiana: Educational Systems Development Corp., Orleans Parish School Board. (ED 059 368)

Developed by a committee of principals, counselors, and teachers as part of the local world of work program, this curriculum guide is designed to aid in providing occupational information and career decision-making skills for grades K-12. Several questionnaires, data gathering methods, sample parent interview forms, an attitude survey, and self-rating evaluation charts are appended. Resource materials for all grade levels are listed.

Reinhart, Bruce. A Comprehensive Career Education Model: A Bridge Between School and Work. Clearwater, Florida: Southwide Research Coordinating Council, 1972. (ED 065 690)

The Center for Vocational and Technical Education at Ohio State University is [illegible] on a major modification of the current education system, concentrating on the way in which youth move from school to work. Known as the school-based Comprehensive Career Education Model (CCEM), the project involves the engineering, testing, and installation in six school districts of an innovative education system.

Rhyne, R. F., et. al. A Futures Perspective on Employer-Based Career Education, 1971-2000. Menlo Park, California: Stanford Research Institute, 1971. (ED 061 733)

Employer-based career education (EBCE) aims to familiarize students with a number of jobs and prepare them for those occupations by exposing them, first-hand, to various careers. How such a program would function and what success it would have depends on what the future of this country is like. Here six "scenarios" of the years up to 2000 are outlined. The way each scenario would affect EBCE's goals and assumptions is then discussed.

Rochow, Robert J. Pontiac Vocational Career Development Program. Interim Report. Michigan: Pontiac City School District, June, 1971. (ED 058 413)

During the 1970-71 school year, this project sought to provide elementary and secondary students with a broad occupational orientation, work experience, specific training in job entry skills, intensive occupational guidance and counseling, and initial job placement. A complete description of the project including an evaluation and sample work units is contained in this document.

Selland, Larry, et. al. Guideline of Career Development Activities: A Statewide Program in Developmental Vocational Guidance, Grades 7 and Occupational Preparation for the Changing World of Work, Grades 11. North Dakota: Minnewaukan Public School District 5, Devils Lake Area Board for Vocational Education, Sentember, 1971.

These aforementioned guidelines are representative samples of the complete North Dakota K-12 Career Development Activities, presently being further developed and field-tested by teachers and project staff for completion by Fall 1972. Suggested materials are suggested resource materials, films, or field trips, and guidelines for resource people.

Sherman, Vivian S. Guidance Curriculum for Increased Self-Understanding and Motivation for Career Planning. Planning and Development of Research Programs in Selected Areas of Vocational Education. Volume III. Palo Alto, California: American Institutes for Research in Behavioral Sciences, 1966. (ED 010 625)

The methodology used in developing experimental curriculum materials (ED 010 626) for an innovative guidance program in career planning was presented. Research data gathered during a questionnaire survey of student attitudes and values relevant to career planning were used for the curriculum content. Although the curriculum was developed for junior high school guidance sessions, a preliminary report indicated that it could be readily adapted for use with more elementary and senior high school students as well.

Sherman, Vivian S. Guidance Curriculum for Increased Self-Understanding and Motivation for Career Planning. Planning and Development of Research Programs in Selected Areas of Vocational Education. Volume III, Appendix. Palo Alto, California: American Institutes for Research in Behavioral Sciences, 1966. (ED 010 626)

Experimental materials that were developed for the vocational guidance of junior high school students were presented in this appendix to ED 010 625. These materials were planned to enable students to thoroughly and systematically explore their own self-perceptions, attitudes, personal values, achievement, abilities, and diverse career possibilities. Although developed for use with junior high school students, the author suggested the materials were also suitable for use by students in the upper elementary grades or at the senior high school level. Included with the materials were teaching guidelines and evaluation sheets for a recommended follow-up evaluation of the empirical effects of the curriculum materials.

Sherman, Vivian S. Trial and Testing of an Experimental Guidance Curriculum. Final Report. Palo Alto: American Institute for Research in Behavioral Sciences, 1967. (ED 020 554)

Innovative vocational guidance curriculum materials were designed to increase self-understanding and motivation relative to career exploration and planning. The research data was used as curriculum content, focusing upon the self as a crucial variable in career motivation. Though some statistically significant results emerged as evidence that the curriculum experience did have some desired effects, certain limitations lead to the conclusion that, in effect, the materials in their present form have not been adequately tested.

Sloan, Nancy. Orientation Approaches to Increase Student Awareness of Occupational Options. Ann Arbor: ERIC Clearinghouse on Counseling and Personnel Services, 1969. (ED 033 255)

This annotated bibliography includes research and innovative programs on vocational orientation. The emphasis is upon increasing student awareness of career possibilities at all grade levels through effective exploratory programs. Suggestions for program development are included.

South Carolina Region 5 Educational Services Center. Demonstration Programs of Vocational Education in South Carolina Region V, Interim Report and Attachments A-E. Lancaster: South Carolina Region 5 Educational Services Center, June, 1971. (ED 058 408)

Developed as a multi-county effort, this project sought to design model career education programs, involving: (1) elementary orientation, (2) work experience, (3) intensive teaching, (4) curriculum development for underachievers, and (5) placement and followup. The six documents comprising this interim report provide an overview and evaluation of the project, the vocational interdisciplinary program (VIP) for each of the four participating schools, and a teaching guide to the elementary career education program. The four VIP teaching guides outline instructional units and include teaching techniques for the laboratory experience, science, mathematics, and communications.

Swanson, Gordon I. Career Education. Columbus: Ohio State University, The Center for Vocational and Technical Education, September, 1971. (ED 064 480)

In the school-based model, career education needs to be integrated into the entire school curriculum rather than to be a separate course. Characteristics of schools with exemplary school-based programs, assumptions which mitigate the influence of career education, problems for implementation, and developmental needs are discussed.

Taylor, John E., et. al. An Occupational Clustering System and Curriculum Implications for the Comprehensive Career Education Model. Alexandria, Virginia: Human Resources Research Organization, 1972. (ED 061 427)

The design of a proposed occupational clustering system for the Comprehensive Career Education Model (CCEM) was to meet three general criteria: (1) encompass most existing jobs, (2) translate into an entire K-12 curriculum, and (3) show clear advantages over

other systems. However, upon examination of existing clustering systems for relevance and possible adaptation, no one system met all the criteria. Therefore, a new clustering system was devised by synthesizing useful features of existing systems. The proposed clustering system was planned to fulfill three instructional functions: (1) inform students about the world of work, (2) assist students in choosing a suitable career, and (3) provide models to shape instructional objectives and learning experiences.

Taylor, Robert E. Perspectives on Career Education. Corvallis: Oregon Association of School Administrators, 1972. (ED 064 479)
The primary motive for developing career education is the large number of students graduating or leaving schools who are unable or ill-equipped to enter the labor force. Currently, there are four alternative ways of delivering or facilitating career education goals, including school-based, employer-based, home-based, and residential-based models.

Tuckman, Bruce W. An Age-Graded Model for Career Development Education. Trenton: New Jersey State Dept. of Education, Occupational Research and Development Branch. (ED 060 180)
This paper presents a career developmental model covering the ages of 5 to 18.

"USOE's Four Models: In Search of Career Education Complete." Nation's Schools, December, 1971. (EJ 050/159)

Van Koughnett, B. C. and T. B. Justin. "Pontiac: Career Education Community." American Vocational Journal. Vol. 47, No. 3, 1972, pp. 37-38. (EJ 056 571)
This article discusses why Pontiac was chosen to develop one of six USOE career education models and what the experience has meant to the school district and community.

Winters, Earl E. Area-Wide Project for Occupational Orientation, Exploration, Counseling, Job Training, and Job Placement for Elementary and Secondary Students. Interim Report. Council Bluffs, Iowa: Pottawattamie County Board of Education, 1971. (VT 014 425)
An occupational orientation, exploration, counseling, and job training project for elementary and secondary students was established.

Worthington, Robert M. Development of Model Career Education Programs Under Part C and Part D of the Vocational Education Amendments of 1968. Washington, D.C.: Presentation at the Commissioner's Conference for Chief State School Officers, June 15, 1972. (ED 065 712)
Every student in the Watertown, South Dakota School District is involved in a comprehensive career education program which was locally designed and implemented with technical and financial assistance from State and Federal sources. The program is designed to help students become aware of and prepared for the world of work.

Wyoming State Department of Education. A Comprehensive Occupational Education Program. Cheyenne: Wyoming State Department of Education, 1970. (VT 010 637)

The State of Wyoming developed a Comprehensive Occupational Education Program (COEP) which emphasized the development of attitudes toward the world of work without changing the existing curriculum. COEP was developed for kindergarten through high school and post-high school training. This report contains sample curriculum suggestions for the various grades and gives examples of occupations found in the various occupational clusters.

Young, William G. An Exemplary Program for Occupational Preparation. Interim Report. Louisiana: New Orleans Public Schools, July, 1971. (ED 059 362)

All levels of community education were included in this occupational preparation program.

ELEMENTARY LEVEL

Atlanta Public Schools, Georgia. Occupational Information Via TV. Occupational Information Materials Project. 1970. (ED 063 462)

This teaching guide contains four television programs designed to provide children from various socioeconomic backgrounds in grades 3-8 with information concerning hospital, public health, and dental occupations. In addition to providing information, the materials are designed to demonstrate the role of work, develop positive work attitudes, and facilitate realistic educational choices. The guide contains a model and report describing the procedures followed in developing the materials.

Bailey, Larry J. A Curriculum Model for Facilitating Career Development. Carbondale: Southern Illinois University, School of Technology, March, 1971. (ED 060 198)

This project was designed to show how knowledge of career development theory and research could be applied to a functional and logically consistent curriculum framework. A suggested outline for career development in grades 1-8 is presented.

Bank, Ira M. "Children Explore Careerland Through Vocational Role-Models." Vocational Guidance Quarterly. Vol. 17, No. 4, pp. 284-288, June, 1969. (EJ 005 995)

Creason, Frank and Donald L. Schilson. "Occupational Concerns of Sixth Grade Children." Vocational Guidance Quarterly. Vol. 18, No. 3, pp. 219-224, March 1970. (EJ 016 682)

Knowing children's preferences and reasons for them can help teachers and counselors to provide appropriate exploratory experiences, and to encourage individuals to assume some responsibility for self-assessment and wise occupational decision-making.

Faust, Helen F., et. al. Room to Grow: Career Guidance in Elementary Schools. Pennsylvania: Philadelphia School District, Division of Pupil Personnel and Counseling, 1968. (ED 035 003)

Room to Grow is a Career Guidance Program for children ages nine to twelve years. Fifteen projects for the teacher to use in carrying out her part of the program are given. The first five sessions are used by the teacher to define the program, establish its purpose, and encourage the child to express his career hopes. Other sessions or projects are interspersed throughout the series, with the time allotted for any one project covering from two to four meetings with the children.

Holstein, Herbert B. Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities. Interim Report, Volume IV. Resource Bibliography in Career Education. Hamlin, West Virginia: Lincoln County Schools, December 31, 1971. (ED 059 391)

Developed as part of an exemplary project for a rural, economically depressed area, this resource guide identified

locally produced curriculum and instructional materials. The guide cites an evaluation study of this exemplary project in career education. It is hoped that other educators who are engaged in planning and implementing career education programs will benefit from this resource guide.

Howard County Board of Education, Clarksville, Maryland. Career Development Resource Guide, K-5. (ED 064 494)

Developed by a supervisor of guidance and testing and a supervisor of vocational education and industrial arts with the aid of elementary teachers, counselors, and consultants, this resource guide for grades K-5 contains ideas and activities for implementing a program of occupational awareness into the existing elementary school curriculum.

Illinois Community Unit School District 9, Granite City. Elementary Occupational Information Program. (VT 014 603)

This guide contains information for teacher use in planning occupational exploration experiences for grades 5-6. Organized into three sections on the basis of grade level (K-2, 3-4, and 5-6), each section contains objectives, suggested learning activities and resources with emphasis on local resources, and a career lattice. The document also contains a listing of community resources by occupational area, suggestions for planning field trips, an alphabetical listing of field trips, and related instructional materials.

Lincoln County Board of Education, Dept. of Vocational Education, Hamlin, West Virginia. Resource Unit: Elementary School Project for Level Two. Exemplary Program of Awareness and Career Development. (VT 014 588)

Prepared for use in the second phase of a program designed to develop career awareness in elementary school students, this resource unit involves job skills and their relationship to the total community. General and behavioral objectives of the program, suggested teaching strategies and correlation of subjects to be taught, methods of evaluation, and general information on the program are followed by appendices.

Louisiana State Dept. of Education, Baton Rouge. Elementary School Industrial Arts Interaction Technology for Children. A Positive Approach to Education for a Changing Society. 1972. (ED 061 444)

This resource guide provides a conceptual basis for the elementary teacher using industrial arts as a means of introducing children to industrial processes and orienting them to the physical and material world. Included in the guide are manipulative activities and experiences that will help to broaden the child's knowledge about the world of work as it involves them and their families.

Mid-Hudson Career Development and Information Center, Beacon, New York. Vocational Development in the Elementary School. A Curriculum Resource Guide. Albany: New York State Education Dept., 1970. (ED 065 677)

This resource guide for vocational development curriculums in the elementary grades provides subject content, concepts, teaching techniques, related concepts, and resources for occupational activities focusing mainly on social studies.

Mietus, Walter S. and Christian Stilling. The Maryland Career Development Project. First Annual Interim Report Phase I and Appendix. College Park: Maryland University, August, 1971. (ED 057 251)

This interim report was prepared by a third party evaluation team in order to relate component objectives to: (1) input resources and conditions, (2) process treatment and transactions, and (3) output products and performance.

Minnesota Environmental Sciences Foundation, Inc., Minneapolis; Minnesota Independent School District 281, New Hope. Exemplary Vocational Education Program Based on Environmental Studies K-14. December, 1971. (VT 014 504)

This report describes the content and activities of a 1-week, 30-hour inservice program designed and conducted for 19 elementary teachers who are currently field testing career education materials in grades K-6. A teacher evaluation of the workshop itself revealed that the kind of activities teachers enjoy most and perceive to be most educationally useful are those wherein there is activity, involvement, and open-endedness.

New Jersey State Department of Education, Trenton. The World of Work: Increasing the Vocational Awareness of Elementary School Children. A Guidebook for Teachers and Guidance Counselors. 1969. (ED 038 511)

This guidebook was developed to enhance teaching techniques and related media for expanding the vocational awareness of elementary school children. The emphasis is placed on approaches that should enrich the child's understanding of work as a function of man's abilities in relation to the progress of his civilization, and on how the child may relate these to his own individuality.

Northern Illinois University, De Kalb. For Those Developing World of Work Resource Units for Elementary School Teachers. (ED 062 519)

This package of practical ideas collected by the Authentic Basic Life-Centered Education (ABLE) Model Program should be useful for teachers and administrators who are revising curriculums and writing curriculum guides for the elementary and intermediate level. Suggested units are based on an "organizing center concept."

Ohio State Dept. of Education, Div. of Vocational Education, Columbus. World of Work Career Motivation. Curriculum Guide for Grades K-6. Ohio's Career Continuum Program. 1972. (ED 062 565)

This curriculum guide is intended to assist the elementary teacher in implementing a career motivation program which is the first phase of a 3-phase career development program and stresses the goals of awareness, appreciation, and motivation.

Olson, LeVene A., Ed. Career Awareness Education: Introduction, Instructional Resource Units, and Annotated Bibliography. Huntington, West Virginia: Marshall University, Dept. of Vocational-Technical Education. (ED 064 510)

Developed for use in grades 1-6, this teaching guide provides 26 resource units on career awareness. Through a process called curriculum blending (correlating or relating subject matter to occupational requirements), occupational information can be introduced into one discipline or simultaneously into more than one discipline.

Peterson, Marla. "Occupacs for Hands-On Learning." American Vocational Journal. Vol. 47, No. 1, pp. 40-41, January, 1972. (EJ 050 647)

This identifies four approaches needed for presenting K-9 occupational information.

Peterson, Marla, et. al. The Occupac Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9). Final Report. Charleston: Eastern Illinois University, Center for Educational Studies, 1971. (ED 055 225)

Intended to provide occupational information to children in grades K-9 at different levels of difficulty, each Occupac contains multi-media materials in the form of slides, tapes, equipment, and materials used in different occupations, decision-making simulation activities, and other props.

Platt, Allen H. Room to Grow: "Something Special for All Kids." Pennsylvania: Philadelphia School District, 1969. (ED 033 403)

In this program experiences are provided which give more attention to the elementary school child's perception of himself and the image of the person he would like to become. Room to Grow is conducted once a week for 7,000 fifth and sixth graders in Philadelphia. The program, supervised by three guidance consultants, consists of 25-30 weekly sessions of 45 minutes to an hour and a half. Some sessions are teacher-led, some have guest speakers, some are tours, and others are guidance sessions.

Riutcel, Lucille, et. al. Elementary Guide for Career Development. Missouri: Moberly School District, 1971. (VT 014 569)

Developed by a curriculum committee, this curriculum guide is designed for instructor use in providing career development activities for elementary students. Each unit contains stated developmental objectives, a list of specific areas to which the unit relates, texts, lesson titles, activities, material and resources, and an evaluation unit.

Shirts, R. Garry. Career Simulation for Sixth Grade Pupils. California: San Diego Department of Education, 1966. (ED 010 076)

This was a pilot project designed to develop a modified version of the "Life Career Game" developed for high school use and to explore its potential use at the sixth-grade level. It was evident that the game evoked a high degree of pupil interest.

Shirts, R. Garry. Life Career Game, Player's Manual. California: San Diego County Department of Education. (ED 010 077)

This report presents a modified (sixth-grade) version of the "Life Career Game" developed previously for high school use by Mrs. Sarane Boocock of Johns Hopkins University. Included are manuals for teacher and pupil (showing how to organize, supervise, and play the game) as well as the game material itself.

Smith, Joel. "The Need for Math Seemed Endless." American Vocational Journal. Vol. 47, No. 3, pp. 50-51, March, 1972. (EJ 056 573)

South Carolina Region 5 Educational Services Center, Lancaster. Career Orientation Course Outlines for Grades 1-8. (VT 014 921)

This publication contains 14 course outlines developed for a career orientation project in South Carolina and designed to introduce children in grades 1-8 to a number of occupations. Objectives, concepts, subject matter outlines, study suggestions, and bibliographies are included for each topic.

Syracuse City School District, New York.

The following series of materials, designed for student and teacher use in learning about specific occupations, was developed by the Career Center for Occupational Orientation. Each document discusses (1) nature of work, (2) requirements of the job, (3) conditions of work, and (4) advantages of the job. Learning activities and enrichment projects are included for assignments. A pretest and post-test, a bibliography, standard interview sheet, and a glossary are included and each document is illustrated with line sketches.

VT 014 519 The World of Work. Guided Occupational Orientation.

VT 014 553 Hospital Careers. Guided Occupational Orientation.

VT 014 554 Health Careers. Guided Occupational Orientation.

VT 014 555 Careers in Conservation. Guided Occupational Orientation.

VT 014 556 Transportation Careers. Guided Occupational Orientation.

VT 014 557 People Who Work with Animals. Guided Occupational Orientation.

VT 014 558 Fashion and Clothing Careers. Guided Occupational Orientation.

VT 014 559 Telephone Careers. Guided Occupational Orientation.

VT 014 560 School Workers. Guided Occupational Orientation.

VT 014 561 Restaurant Careers. Guided Occupational Orientation.

VT 014 562 Firefighters. Guided Occupational Orientation.

VT 014 563 Store Workers. Guided Occupational Orientation.

VT 014 566 Auto Workers. Guided Occupational Orientation.

VT 014 567 Newspaper Careers. Guided Occupational Orientation.

Woodall, Thomas E., et. al. Occupational Awareness Test Level One, Teacher's Copy. Exemplary Program of Awareness and Career Development. Hamlin, West Virginia: Lincoln County Board of Education, Department of Vocational Education. (VT 014 589)

Designed as an instrument for measuring the extent to which the level one occupational awareness curriculum has increased elementary school students' knowledge of occupational alternatives over a 1-year time span, this test includes four sections, each designed to focus on a particular phase of occupational awareness. The first section involves the identification of occupational figures; the second section is concerned with selection of appropriate occupational tools; the third section is designed to test the ability of students to place workers in their proper environmental setting; and the last section relates to the students' knowledge of the occupational elements involved in the processes of home and family interactions, and in the area of community services.

MIDDLE SCHOOL AND JUNIOR HIGH LEVEL

Abington School District, Pennsylvania. Career Development Activities, Grades 5, 6, 7. 1968. (ED 022 219)

Curriculum materials for use in the vocational guidance of students in grades five, six, and seven are presented. These materials are based on several vocational development theories. The goal is the utilization of learning activities in the classroom to show students the processes through which career decisions may be made.

Arkansas State Dept. of Education, Little Rock. Arkansas Guidebook for Vocational Orientation. Fayetteville: Arkansas University, Dept. of Vocational Education. September 1971. (ED 061 433)

This guidebook of units designed to help teachers implement career or vocational orientation experiences for grades 7, 8, and 9 was developed by vocational teachers and revised in a workshop session. Each unit contains: (1) a teacher's section consisting of teacher objectives, suggested teaching activities, factors to consider, bulletin board and transparency ideas, and references, and (2) a student's section consisting of student behavioral objectives, a pretest, information section, and review questions.

Budke, Wesley E. and Ralph J. Woodin. "New Approaches to Occupational Exploration in the Middle School." Journal of the American Association of Teacher Educators in Agriculture. Vol. 13, No. 3, pp. 1-16, November, 1971. (EJ 048 636)

Bush, Donald O., et. al. Between Education and the World of Work; The Image of the World of Work. Occupational Education Program. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., February 1969. (ED 032 582)

The activity image of the world of work is designed to influence and nurture positive work relevant attitudes of seventh grade pupils as well as to increase pupils' knowledge of occupational information. The workshops designed to help teachers are described in this report. Several instruments were used to measure attitude change of teachers and later of pupils.

Cincinnati Public Schools, Ohio. An Analysis of the Career Orientation Project in Social Studies. 1971. (ED 056 938)

In 1969 the Cincinnati Public Schools received a grant from the Ohio State Department of Vocational Education to develop interdisciplinary career orientation materials for junior high school pupils. The preliminary social studies materials were taught in grades seven and eight for one year, then revised.

Cincinnati Public Schools, Ohio. Man: His Life and Work. A Career Orientation Manual for Teachers of Seventh and Eighth Grade Social Studies. September 1970. (ED 050 005)

Seventh and eighth grade social studies instruction is the focal point of the effort, and career orientation is the theme by which adaptation will be approached whether a pupil is interested in pursuing a liberal arts, vocational, or technical program.

This project was started in the summer of 1969 as an interdisciplinary effort including art, English, home economics, industrial education, mathematics, science, and social studies. The activity manual includes more than 100 career activities related to American history, urban living, Ohio history, and the social sciences.

Colorado State University, Fort Collins. Occupational Education Programs; Image of the World of Work, Volume I. Description of Teacher Orientation Activities, Treatment Description. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 880)

The objective of this first phase of the Occupational Education Program was to influence work-relevant attitudes, concepts, and information through 89 teachers and principals representing 11 junior high schools and eight states.

Colorado State University, Fort Collins. Occupational Education Programs; Image of the World of Work, Volume II. Development of Instruments and Evaluation. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 885)

This second volume of the Image of the World of Work Program reports the development of instruments, evaluation design, changes in teachers' attitudes toward work associated with participation in workshops, lesson plans, changes in pupil scores in relation to characteristics of their teachers, data analysis, and generalizations on the outcomes of the intervention activities.

Colorado State University, Fort Collins. Occupational Education Programs; Image of the World of Work, Volume III. Lesson Plans, Resource File. Greeley, Colorado: Rocky Mountain Educational Lab., Inc., 1969. (ED 034 884)

This third volume of the Image of the World of Work Program presents guidelines for the development of lesson plans by participating teachers and representative lesson plans which were developed.

Curry, John F. and Robert L. Brooks. A Comparison of Two Methods of Teaching Life Career Planning to Junior High School Students. Final Report. Denton: North Texas State University, September 1971. (ED 059 401)

This study involved an experimental group being taught by means of the life career game and a control group being taught by a teacher-directed method using traditional materials.

Darcy, Robert L. "A Classroom Introduction to the World of Work." Occupational Outlook Quarterly. Vol. 15, No. 4, pp. 23-26, 1972. (EJ 054 442)

This describes an experimental junior high school course which explains the economic and human aspects of employment.

Darcy, Robert L. and Phillip E. Powell. Manpower Education in a Growing Economy. Athens: Ohio University, Center for Economic Education, August 1968. (VT 007 506)

This publication provides an introduction to manpower education and presents a summary report on a 2-year research and curriculum development project for manpower and economic education at the junior high school level. A text, a teacher manual, and tests of knowledge and attitude changes were developed and tested.

Gambino, Thomas W. "Junior High: The Exploratory Years." American Vocational Journal. Vol. 47, No. 3, pp. 56-57, March 1972. (EJ 056 575)

New Jersey school offer a variety of career exploration programs to capitalize on youth's natural curiosity and physical energy.

Glenn, C. Stan. Lesson Plans, Grades 7 and 8. Kentucky: Henderson County Middle School, December 1971. (VT 014 501)

Developed by a coordinator, these lesson plans are for instructor use in teaching vocational education in grades 7 and 8.

Granger, Kolene M. Junior High Career Guidance Curriculum-Student-Centered Occupational Preparation and Exploration (SCOPE). Student Workbook. Salt Lake City: Utah State Board of Education, June 1972. (ED 065 687)

This tentative student workbook provides occupational guidance for students in grades 7, 8, and 9 by means of nine units focusing on self-appraisal, general educational and vocational awareness, and specific career and school planning.

Granger, Kolene M. Junior High Career Guidance Curriculum-Student-Centered Occupational Preparation and Exploration (SCOPE). Teacher Supplement. Salt Lake City: Utah State Board of Education, June 1972. (ED 065 688)

This tentative curriculum guide for 9-week occupational guidance classes in grades 7, 8, and 9 will provide counselors and teachers with lesson plans and resource materials in career education. Directions for use of the guide precede the nine units, which focus on self-appraisal, general educational and vocational awareness, and specific career and school planning.

Howard County Board of Education, Clarksville, Maryland. Career Development Resource Guide, Grades 6-8. It's Time to Plan. 1971. (ED 064 493)

Developed by a supervisor of guidance and testing and a supervisor of vocational education and industrial arts, with the aid of middle school teachers, counselors, and consultants, this resource guide for grades 6-8 contains ideas and activities for incorporating a program of career exploration into the middle school curriculum.

Jackson, James S., Jr. Evaluation of the Career Development Laboratory, Sayre Junior High School. Pennsylvania: Philadelphia School District, Field Research Services, October, 1969. (VT 010 330)

The career development laboratory is a program of vocational orientation for junior high school pupils. To assess the program's success after 1-year's operation, the 15 eighth grade classes who had completed the program were asked to complete questionnaires. Findings showed: (1) no increase in knowledge of career about which students expressed interest, (2) a significant increase in knowledge about certain aspects of the six major career areas in the second cycle, but it was limited, and (3) no significant attitude change.

Mid-Hudson Career Development and Information Center, Beacon, New York. Vocational Development in Grades Seven, Eight, and Nine. A Resource Guide Integrating Selected Vocational Development Concepts with Eight Areas of the Curriculum in Grades Seven, Eight, and Nine. Albany: New York State Dept. of Labor. (ED 065 666)

This resource guide was designed to facilitate the integration of career education concepts into the curriculum of junior high schools. Recognizing that career development is a life-long process, learning experiences to develop work concepts and attitudes are outlined. Most of the activities are concerned with development of attitudes and skills associated with vocational awareness and are designed for teachers who are concerned about, but not necessarily trained in, vocational learning-maturation.

Needham, Raymond and Arthur Binnie. Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas, Final Report. Auburn, Washington: Green River Community College, 1971. (ED 055 242)

Participants representing 18 western states and 37 cities attended an inservice institute designed to (1) identify trends, (2) examine current innovative programs, (3) look at roadblock programs, and (4) develop impact plans to cause improvement in occupational programs in the participants' home cities and states. Analysis of all evaluation instruments indicated that Institute VIII was successful. The speeches by the various consultants are included in this final report, along with committee reports and a list of participants and group assignments.

Ohio State University, Research Foundation, Columbus. The World of Construction. Industrial Arts Curriculum Project. 1970. (ED 058 397)

This textbook for junior high school students encompasses concepts found in construction, and together with a teacher's guide and two laboratory manuals, constitutes the first part of a 2-year integrated program in industrial technology.

Ohio State University, Research Foundation, Columbus. The World of Manufacturing. Industrial Arts Curriculum Project. 1971. (ED 058 396)
This textbook for junior high school students encompasses concepts found in manufacturing, and together with a teacher's guide and laboratory manual, constitutes the second part of a 2-year integrated program in industrial technology.

Pharr-San Juan-Alamo Independent School District, Texas; Texas Education Agency, Austin. A Guide for Occupational Orientation--"The World of Work." Grades 5-7. 1971. (ED 063 473)
This curriculum guide is designed to orient students in grades 5-7 to the world of work by stimulating interest in planning a career or vocation. The materials are divided by grade level into two sections, with grades 5 and 6 concentrating on career awareness and grade 7 concentrating on such career development topics as self-awareness, educational awareness, and other types of occupational information.

Reynolds, James O. "Dayton Gangs Up on Career Orientation." School Shop. Vol. 30, No. 1. pp. 45-50, September, 1970. (EJ 025 411)
A rather extensive structural outline of an interdisciplinary career orientation program for junior high schools.

Stephens, T. N. and Joe R. Clary. "The Governor Got Busy." American Vocational Journal. Vol. 47, No. 3, pp. 52-55, March, 1972. (EJ 056 574)
Thousands of middle grade students in North Carolina are exploring the world of work in a state funded program that will help them appraise their career potential at an early age.

Williams, Grace. A Curriculum Guide for Occupational Orientation and Exploration in Junior High School Home Economics and Industrial Arts. Appendix X to Annual Interim Report. Tennessee: Memphis City Schools System, Division of Vocational Education, 1971. (VT 014 391)
Developed for junior high school students enrolled in industrial arts and home economics classes, this curriculum guide is designed to provide occupational guidance in terms of employment opportunities and in terms of helping students select a course of study.

SECONDARY LEVEL

Albracht, James, et. al. Using Existing Vocational Programs for Providing Exploratory Experiences. Carrollton: West Georgia College, 1968. (VT 007 982)

This program of exploring occupations seeks to use existing vocational programs to help the upper junior high and high school student: (1) understand himself in relation to various occupational roles, (2) plan for achieving his occupational goal, (3) show an awareness of himself as a productive citizen, and (4) learn of the available community opportunities related to existing vocational programs. Existing programs which might be used are shop or laboratory-type classes or cooperative part-time programs.

Allington Corp., Alexandria, Virginia. Occupations for You. Part Two. March, 1968. (ED 029 946)

The booklet is intended to assist young people to secure information important to making vocational choices. For each occupation, information is organized under the headings: (1) what they do, (2) training and requirements, (3) earnings and working conditions, (4) employment outlook, and (5) where to get further information.

American Institutes for Research, Pittsburgh, Pennsylvania. "Project ABLE," Student Vocational Plan (Interim Product). (ED 030 720)

The student vocational plan of Project ABLE has limited objectives which include student self-evaluation, investigation of the world of work, and the comparison of students' credentials to educational and vocational opportunities. For each of these objectives student activities were delineated for grades 7, 8, and 9. The plan includes a student kit of forms and data needed by the students to carry out these activities.

American Welding Society. Opportunities in the Welding Industry. New York: New York Educational Activities Committee, 1968. (VT 010 984)

This document describes the various occupations and opportunities in the welding industry. Eighteen job classifications with educational requirements, salary ranges, and opportunities are presented to help occupational guidance personnel and students in career planning.

Australian Department of Labour and Industry, Sydney. Background to Careers. 1969. (VT 010 646)

Following introductory information offering suggestions on choosing a career, the publication summarizes the qualifications for over 150 skilled occupations in trades, careers for which university education is essential, and many other jobs.

Barbula, P. M., and Stephen W. Isaac. Career Simulation for Adolescent Pupils, Final Report. California: San Diego County Dept. of Education, 1967. (ED 016 268)

The purpose of this study was to assess student acquisition of knowledge about vocations after participation in a career simulation game and to determine attitudinal change toward vocational concepts.

Barnett, Lawrence J. "Employer-Based Career Education: A New Alternative." Urban Review. Vol. 514, pp. 36-41, March, 1972. (EJ 054 433)

Beam, H. E. Introduction to Agricultural Occupations, A Guide for Effective Teaching in Vocational Agriculture. Proposed Supplement for 9th Grade. Raleigh: North Carolina State University, 1964. (VT 000 610)
The guide, designed for ninth grade vocational agriculture, was developed to enable students to understand vocational education and vocational agriculture, understand the importance of and learn considerations in career planning, understand self-assessment, gain insight into occupational opportunities, and become acquainted with agriculture, understand factors for success, explore and develop necessary skills, learn of educational opportunities, gain knowledge of economic forces, and appraise and develop leadership and membership skills and explore opportunities for their use. Minimum acceptable performance levels, suggested teaching-learning activities, references and materials are described for each instructional goal in each of the units. Suggested supervised practice programs are explained.

Blezek, Allen. "Helping Students Choose a Career." Agricultural Education Magazine. Vol. 43, No. 8, p. 193, February, 1971. (EJ 030 947)

Blume, George T. Career Exploration; Unit I, Exploring Opportunities (and Project Leaders Guide). Blacksburg: Virginia Polytechnic Institute, Extension Division, 1969. (VT 010 487)
The 4-H career exploration program is designed for senior 4-H club members, 14 years of age or older. Twelve worksheets are appended and a project leader's guide accompanies this unit.

Blume, George T. Career Exploration; Unit 2, Steps Toward the Working World. Circular 864-B. Blacksburg: Virginia Polytechnic Institute, Extension Division, 1967. (VT 011 446)
This second unit of a 4-H career exploration program provides the steps to be taken by high school graduates in finding jobs. Through explanatory text and workbook assignments the student learns to: (1) select references, (2) secure social security number and work permit, (3) find and evaluate job leads, (4) write letters of application, (5) prepare for interviews, and (6) set up a budget. A bibliography is included.

Board of Cooperative Education Services, Buffalo, New York. Multi-Occupations at Harkness Center. Progress Report Number 1. 1968. (ED 021 289)
The multi-operations program was developed to help the general high school student to explore vocational areas. The program included seven exploratory vocational offerings, remedial reading, extensive counseling, and a teacher inservice workshop.

Boeser, Robert, et. al. Work Experience Program Curriculum Guide. Minnesota: Bloomington Public Schools, 1970. (ED 062 313)
The introductory material outlines the program philosophy, rationale, and objectives. There are six units, the first two given in detail, the remainder in outline only: (a) orientation, (b) career development, (c) social living and health habits, (d) employer-employee and co-worker relationships, (e) money management, and (f) labor organizations.

Bottoms, Gene and Ray W. Cleere. A One-Week Institute to Develop Objectives and Models for a Continuous Exploratory Program Related to the World of Work from Junior High through Senior High School (West Georgia National Conference, Carrollton, September, 1969). Final Report. Washington, D.C.: Office of Education (DHEW), Bureau of Research, 1969. (ED 036 651)
The purpose of this conference was to develop models for conducting systematic and sequential exploratory experiences for junior and senior high school students which lead to satisfactory job placement. A schedule of the conference activities and a list of the participants are appended.

Briggs, Leslie J. and Eleanor L. Norris. Techniques for Selecting and Presenting Occupational Information to High School Students. Planning and Development of Research Programs in Selected Areas of Vocational Education, Volume I. Palo Alto, California: American Institute for Research in Behavioral Sciences, 1966. (ED 010 623)
As an initial step toward improvement in selecting and developing types of occupational information needed by high school students, as well as improvement of the format by which such information is presented, an experimental draft of occupational information materials was prepared and evaluated. These pilot materials were designed for use in career planning for one particular job family, the secretarial vocations.

Briscoe, John C. and William Plutte. "Bio-Med: Applied Interdisciplinary Techniques." American Vocational Journal. Vol. 47, No. 4, pp. 44-45, 1972. (EJ 056 242)

Bruce, Herbert H., Jr. Interdisciplinary Program in Vocational Education. Lexington: Kentucky Research Coordinating Unit, 1970. (VT 012 171)
This document contains a description of a 2-year pilot program aimed at developing in students the attitudes, knowledge, and skills common to the vocational areas. Products resulting from this program include a course of study, sample forms used in the program, and a teacher's handbook.

Burns, James A. "McGavock: A Model School." Educational Leadership. Vol. 29, No. 6, pp. 529-533, March, 1972. (EJ 054 313)
McGavock High School in Nashville boasts specialized curriculum programs for careers, programs relevant to socioeconomic backgrounds, and community school programs achieved through team planning, team organization and team evaluation.

Burns, William E. Public Service Occupations in Career Education. Selected Excerpts and Recommendations of the National Advisory and Review Committee Public Service Occupations Curriculum Project. Sacramento: California State Dept. of Education; State University of New York, January, 1972. (ED 062 526)

In January 1972, a national advisory and review curriculum committee met at the U. S. Office of Education. As a summary of that meeting, this report provides project staff and consultants with insights into the problems of career development for public service occupations, as well as solutions to those problems.

Caldwell, H. Lynn. Central Area Schools Occupational Development Program, Interim Report. Washington: Seattle Public Schools, December, 1971. (ED 061 421)

This study reports the first year of an exemplary program at Garfield High School, Seattle, where a program of occupational skills was instituted as a regular part of the comprehensive school curriculum. A major recommendation of the report is that the middle school area of career orientation and education should be fully developed during the second year program.

Cameron, Walter A. Project INFOE (Information Needed for Occupational Entry). Final Report, Phase I. Knoxville: Tennessee Occupational Research and Development Coordinating Unit; Tennessee State Dept. of Education, Division of Vocational-Technical Education, Nashville, June, 1972. (ED 065 717)

The Information Needed for Occupational Entry (INFOE) Project incorporated the use of microfilm aperture cards to help students acquire information about local employment opportunities and qualifications for various occupations.

Carroll, Riley O. "Vestibule Training Takes Hold in Wake County." American Vocational Journal. Vol. 47, No. 3, pp. 44-45, March, 1972. (EJ 056 239)

Short-term intensive training is not only saving time for North Carolina high school students; it also helps them get their bearings in the selection of occupations.

Chamber of Commerce of the United States, Washington, D.C. Career Guidance for Youth, An Answer to Training Needs of Business. Washington Report, Special Supplement. April 12, 1963. (VT 003 416)

The "Everett Plan," nicknamed the Everett Prep Club, is a voluntary, action-oriented, youth-centered program of planned extra-curricular activities open to high school age youth which helps in preparing them to make the transition to the world of work. Club members benefit by gaining personal and business knowledge and understanding, getting experience in self-analysis and career and job exploration, associating with peers and adults competent in many areas, and developing personal plans.

Circle, Duncan F., et. al. The Career Information Service. A Guide to Its Development and Use. West Newton, Massachusetts: Newton Public Schools, 1968. (ED 021 300)

This document provides theoretical background for the service, describes briefly the projects as developed in Newton, and presents guidelines for the development of similar services in other school systems. A major bibliographic index of materials assembled and used in the career resource center is also included.

Cogswell Polytechnic Institute, San Francisco, California. College and Career Information for High School Pretechnology Students. April, 1965. (VT 001 988)

Designed to assist students in matching their abilities and ambitions to appropriate college programs, this booklet gives guidance information and requirements for the pretechnology students in California.

Creel, Jane. "Careers in Home Economics." New York: New York State Dept. of Commerce, Women's Programs, June, 1969. (VT 010 997)

This brochure provides job opportunities for those who select home economics as a career. Careers are charted for specialization in: (1) art, (2) family relations and child development, (3) family economics and home management, (4) food and nutrition, (5) home economics education, (6) home furnishings and equipment, (7) institution administration, and (8) textiles and clothing.

Daugherty, Ronald D., et. al. Expansion for Vocational-Technical School Programs to Accommodate Highway Safety Manpower Requirements. Final Report. Columbus: Ohio State University, Center for Vocational and Technical Education, August, 1971. (VT 013 819)

This document points out some fundamental changes which need to be made in our youth organization and agriculture education generally. A scheme for youth organizations which is designed to coordinate broad career exploration and development among students is provided in this paper.

Demain, Cathy and George S. Dubato. "Career Conference -- Let Students Do It." Vocational Guidance Quarterly. Vol. 19, No. 2, pp. 141-144, December, 1970. (EJ 029 429)

Students proved they could successfully demonstrate responsibility and ability in planning experiences connected with career conferences at a New York State high school.

Denver Public Schools, Dept. of General Curriculum Services, Colorado. "Your Vocational Future. Workbook." 1966. (VT 005 966)

This Career Orientation Workbook was designed as a 1-semester course with 10th grade pupils and focuses on general career planning activity. Teachers conducting such a course should have a background in occupational information and vocational guidance.

Department of Agriculture, Forest Service, Washington, D.C. A Job with the Forest Service. A Guide to Nonprofessional Employment. Miscellaneous Publication No. 843. 1970. (VT 011 344)

Answers are given to 14 questions most frequently asked about careers in the Forest Service. Questions related to the functions of the Forest Service, job opportunities, training requirements, training opportunities, salaries, and work experience. Addresses of Regional Foresters and Interagency Boards of the United States Civil Service Examiners and a map showing the National Forest System are included.

Dzurenda, Joseph V. "Summer School for Introduction to Vocations; A Voluntary Program Works." American Vocational Journal. Vol. 44, No. 9, pp. 26-27, December, 1969. (EJ 011 922)

When he wrote this article, Mr. Dzurenda was principal of the Oaklyn Junior High School, Oaklyn, New Jersey. He has since been appointed to the New Jersey State Department of Education as a supervisor of the introduction to vocations program.

Eaddy, Vanik S. "Students Need Help in Choosing Occupations." Agricultural Education Magazine. Vol. 42, No. 11, pp. 294-295, May, 1970. (EJ 018 381)

High school students need help in choosing occupations. Vocational teachers rank next to parents in influencing career choices of youth. Suggested are activities for vocational education teachers that would aid students in career development.

Ellis, Betty W. Careers Related to Industrial Education. California: Los Angeles City Schools, 1964. (ED 001 623)

The guidance format for each occupation includes five major topics--personal requirement, education and training opportunities in junior and senior high school, opportunities beyond high school, advancement and outlook, and related and specialist occupations. The outlines are intended to help the student identify and appraise his own pattern of aptitudes, interest, and other personal qualifications. They serve to acquaint him with available industrial education and employment possibilities.

Erickson, Reynold M., et. al. Career Opportunities Through Apprenticeship. Minnesota State Department of Education, 1968. (VT 009 606)

This guide on career opportunities through apprenticeship is intended for students preparing to choose a future career and examines apprenticeship as a means of learning while doing. A list of other helpful publications, sample copies of the apprenticeship application form, apprenticeship agreement, and the certificate of completion of apprenticeship, and a Minnesota State Employment Service Directory of Offices are appended.

Ettinger, Blanche, et. al. Exploring Business Occupational Information. New York: Bronx Community College, 1968. (VT 007 813)

Developed by a group of New York high school and college teachers, this teaching guide is designed to be used by qualified business education teachers in aiding high school seniors or postsecondary students in occupational choice.

Figurski, Arthur J. Industrial Arts and Environmental Education. A Resource Guide. Oswego: State University of New York, Dept. of Industrial Arts and Technology, August, 1971. (ED 065 721)

This resource guide should help the industrial arts teacher integrate environmental education concepts into existing curriculum. The role of the industrial arts teacher is seen as an educational manager, directing and cultivating the perceptions of students toward environmental topics.

Flug, Eugene R. F. and Orville Nelson. The Establishment of American Industry as a Transitional Subject between General and Vocational Education and Appendixes. Final Report. Menomonie, Wisconsin: Stout State University, July, 1971. (ED 064 483)

The American Industry Project represents one attempt to resolve the problem of providing career orientation for young people in a way which would: (1) avoid premature tracking, (2) help youth to identify the numerous career options open to them, (3) furnish base knowledge and coping strategies which help youth to adapt to change, and (4) establish a delivery system for teachers of the new program.

Hackensack Public Schools, New Jersey. Industrial Prep, Volume One, Sophomore Year--Introduction Mathematics. (ED 063 463)

This teaching guide for a grade 10 mathematics unit is designed as a year long study of measurement in preparation for further technical study in grades 11 and 12. Daily lesson plans for the four sophomore units stress basic concepts and applications of mathematical measurement. The program incorporates the use of community resources for field trips and presentations, and includes line diagrams, quizzes, student worksheets, and activity lists. Introductory rationales precede each outlined unit.

Hackensack Public Schools, New Jersey. Industrial Prep, Volume Two, Sophomore Year--Biology, English, Architecture Occupations. (ED 063 464)

Currently relevant topics in English, biology, architectural skills, and occupations are presented in four teaching units for grade 10 by means of model lesson plans, unit projects, and a variety of student worksheets. Supplementing the teaching guide are lists of resource and reference ideas ranging from visual aids to vocabulary terms and learning activities.

Hackensack Public Schools, New Jersey. Industrial Prep, Volume Three, Junior Year--Contents: Physics and English. (ED 063 465)

This grade 11 teaching guide contains two curriculums which focus on 10 team physics projects and five thematic units in English. Multimedia resources and ideas for the guide include project lists, discussion questions, visual aids, and student reading materials. Procedures for implementing goals include use of student worksheets for each physics lesson, a student evaluation sheet, term definitions, and detailed daily lesson plans in outline form. This is the third volume in a comprehensive 3-year interdisciplinary program in industrial preparation for vocational students.

Hackensack Public Schools, New Jersey. Industrial Prep, Volume Four, Junior Year--Contents: Mathematics and Guidance. (ED 063 466)

As part of a 3-year comprehensive interdisciplinary program in industrial preparation for vocational students, this eleventh grade teaching guide consists of units on technical mathematics and guidance. Case studies, references, project lists, and worksheets also enrich this guidance unit.

Hackensack Public Schools, New Jersey. Industrial Prep, Volume Five, Senior Year--English, Chemistry, Social Studies, and Occupational Relations. (ED 063 467)

This twelfth grade teaching guide presents four units in industrial preparation for vocational students which serve as a general and specific vocational basis either for immediate postsecondary employment or for further formal technical education. The five diverse English curriculum units range from vocational preparation and chemistry topics to discussions of leisure time activities, the film, and current war and peace issues. This guide employs a wide variety of "real-life" approaches to insure student interest. General and specific program goals and rationales and teaching suggestions precede the student reading materials, multimedia resource materials, project lists, and bibliographies.

Hill, E. Joy. "Kentucky Pacesetters for Health Careers Education." American Vocational Journal. Vol. 47, No. 5, pp. 32-33, May, 1972. (EJ 058 110)

Houpt, Gary L. Strategies for Teaching English in Career Education. Final Report. Dover: Delaware State Dept. of Public Instruction, August, 1971. (ED 059 404)

A Careers English Workshop, conducted at Delaware State College during June 1971, was devoted to documenting the 17 teaching strategies included in this publication. This document was designed as a guide for English instructors who teach in a career education program in the secondary schools throughout Delaware. An annotated bibliography is appended.

Johnson, Richard Gilmore. "Simulation Techniques in Career Development." American Vocational Journal. Vol. 45, No. 6, pp. 30-32, September, 1970. (EJ 018 460)

Job experience kits motivate students to broaden vocational interests.

Jolly, William W. Hands On. A Comprehensive Program of Career Orientation for High School Students. Knoxville, Tennessee: Knox County Dept. of Public Instruction, Dept. of Vocational Education, 1971. (ED 064 501)

This publication is the completed portion of the high school segment of a comprehensive program for contemporary curriculum design in vocational education. This document presents completed materials of the planned four major units of: (1) self-awareness, (2) occupational information, (3) work attitudes, and (4) job exploration with hands-on experiences.

Kase, Donald H. Behavioral Objectives of Several Current Courses Offered in the Areas of Industry/Technology, Home Economics, Agriculture, and Business (and other selected curriculum areas) in Napa, Marin, Solano, and Sonoma Counties. Napa, California: North Bay Pace Center, 1969. (VT 011 296)

Developed during two workshops attended by approximately 30 teachers each, submitted to students for reaction, and revised according to these reactions, this document contains behavioral objectives for career development in the educational areas of industry and technology, home economics, agriculture, business, government, and the educationally handicapped.

Krumboltz, John D. Vocational Problem-Solving Experiences for Stimulating Career Exploration and Interest, Phase II. Mid-Project Report, December 1, 1966 - April 30, 1967. California: Stanford University, School of Education. (ED 016 265)

New occupational career kits are designed to provide realistic occupational experiences in the fields of appliance repair, law enforcement work, and electronics. The work involved in developing and testing each kit is delineated.

Krumboltz, John D., et. al. Vocational Problem-Solving Experiences for Stimulating Career Exploration and Interest, Final Report. California: Stanford University, School of Education, 1967. (ED 015 517)

To motivate interest in career exploration, five sets of job simulation materials were developed and tested for accounting, X-ray technology, medical laboratory technology, sales, and banking. Each "career kit" presented problems representative of each occupation and the background information needed to guarantee that most subjects could solve them. It was concluded that: (1) problem-solving "career kits" consistently produced more interest and more occupational information seeking than control treatments, and (2) subjects from lower socioeconomic schools consistently gave more positive reactions than subjects from middle-class schools, particularly in response to the problem-solving materials.

Kunzman, Leonard E. Career Education in Oregon, A Statement in Improvement of Vocational Instruction in Oregon Schools. Oregon: Oregon State Board of Education, 1970. (VT 011 799)

Only one in 10 Oregonians graduate from a 4-year college, yet most of the high school curriculums continue to be geared to the college-bound student. Oregon has made progress in correcting this situation through the establishment of a community college system and through occupational education but more needs to be done.

Lessinger, Leon M. Toward A More Adequate High School Typology. 1965 (ED 019 463)

As the range of post-high school educational opportunity becomes highly differentiated and formal education stands between man and his job, the choice of an educational pattern is a vocational choice, and a commitment to the length of time necessary to complete the pattern becomes a vocational commitment. The

student, with guidance, makes his choice in grade 9, but there are avenues for change of pattern and commitment throughout the program as the student's choice is held paramount. Pupils can be enccuraged to shift from one pattern to another as mastery of phased elements of the program make such movement possible. Thus, they may complete a vocational pattern, enter a technical curriculum in junior college, and take a transfer program and matriculate in a 4-year college.

Lindeman, Richard H., et. al. The Educational and Career Exploration System: First Year Report of a County-Wide Field Trial and Evaluation. April, 1972. (ED 065 704)

The Educational and Career Exploration System (ECES) includes information on 400 occupations and 300 post-high school majors. Designed for the high school student and for use with a computer terminal, the system includes charts which summarize and compare information about the student and his explorations.

Manpower Administration (DOL), Washington, D.C. Summer Youth Employment Guide. 1971. (ED 062 561)

This 2-part experimental and demonstration project report is based on research and analysis conducted by the Center for Urban Programs at St. Louis University. Part I, which is derived from observations of summer youth employment programs in several cities, describes a general program guide for operating future summer youth employment programs. Part II briefly summarizes the summer employment activities in St. Louis, Phoenix, and New Haven, highlighting the main program elements and differences between the programs.

Margolin, L. A. "The Problem of Occupational Choice and the Secondary School." Soviet Education. Vol. 11., No. 3-4-5, pp. 64-71, January, February, March, 1969. (EJ 002 342)

Martin, Ann M. A Multimedia Approach to Communicating Occupational Information to Noncollege Youth. Technical Report. Pennsylvania: Pittsburgh University, 1967. (ED 026 544)

The central purpose of the project's research efforts is its concentration on: (1) the placing of career development of noncollege-bound in a learning theory framework, (2) how to communicate with and motivate the noncollege-bound , and (3) the development of materials and techniques designed to provide the kind of stimulus that will permit an increase in the motivational levels of students and create conditions for the learning of those behavioral models on which to base guidance materials was developed by the project.

Materials Handling Inst., Inc., Pittsburgh, Pennsylvania. Careers with Material Handling Equipment Manufacturers. 1970. (VT 011 434)

Intended for persons investigating a career in the materials handling equipment manufacturing industry, this guide was published by the Materials Handling Institute, Inc. Specific career opportunities are discussed in the major functions of management, marketing, engineering, manufacturing, and finance. The objectives are listed as well as job-finding information.

McCreary, William H. Student-Parent-Counselor Conferences, and Aid in Educat onal Planning. Sacramento: California State Dept. of Education, 1965. (ED 010 895)

More than 100 California high schools have involved parents, students, and counselors in planning conferences where test scores are interpreted, future education and career plans in relation to the student's ability are discussed, and the school's course offerings are explained.

Minneapolis Public Schools, Minnesota. "World of Work: Grade Nine. Teacher's Guide for the School Year 1967-1968." 1968. (ED 021 723)

This manual is designed to serve the classroom teacher as a guide to the accompanying televised series of programs on the world of work. The television series brings into the classroom more than fifty "guests" from all levels of preparation. Lessons have been based upon the interest categories found in the Kuder Preference Record.

Minnesota State Dept. of Education. Sales and Marketing I: A Suggested Course Guide for Pre-Employment Distributive Education, Grade Eleven. St. Paul: Minnesota State Dept. of Education.

This course guide in sales and marketing was prepared for high school distributive education teachers for use on the 11th grade level. Emphasis is placed on skill development, self-analysis, career development, and the development of basic competencies useful in acquiring a part-time job. The course is based on a 36-week school year and includes references and teaching aids for each unit.

Mississippi State University; State College, Curriculum Coordinating Unit. Occupational Orientation: An Introduction to the World of Work. Teachers Handbook. Preliminary Draft. 1969. (ED 050 279)

This teacher's handbook was prepared for use in planning and implementing a course in career orientation. Material for the course is divided into eight instructional units. The course is recommended for the ninth grade level with an enrollment of from 10 to 20 students per class. The instructional procedure includes an overview phase, a transition phase, an exploration phase, and a projection phase. This final phase is expected to develop the student's ability to project an educational program designed to yield successful occupational entry and advancement.

Morris, Eugene E. A Survey of the Literature on Philosophies and Approaches to Career Development. Napa, California: North Bay Pace Center, 1967. (ED 030 733)

Excerpts from the most significant recent studies related to career development and vocational education are presented. The findings, conclusions, and recommendations included in this report, which was performed under ESEA Title III, should be of interest to administrators, educators, counselors, and researchers.

Myers, Roger A., et. al. Preliminary Report: Assessment of the First Year of Use of the Educational and Career Exploration System in Secondary Schools of Genesee County, Michigan. New York: Columbia University; Teachers College, September 30, 1971. (ED 060 482)

This report presents the results of a first phase evaluation of an expanded project of the ECES program. In its present configuration ECES contains three sections: (1) occupations-400 occupations representing many fields and levels, (2) majors-300 post-high school, college, and other training programs, and (3) charts-which summarize and compare information about the student and his explorations.

National Aeronautics and Space Administration. Washington, D.C. "NASA 20th Century Explorer . . . Into the Sea of Space. A Guide to Careers in Aerospace Technology." July, 1966. (ED 027 224)

This pamphlet lists career opportunities in aerospace technology announced by the Boards of the U. S. Civil Service for the National Aeronautics and Space Administration (NASA). Information given includes (1) the work of NASA, (2) technical and administrative specialities in aerospace technology, (3) educational and experience requirements, and (4) how to apply and what to file. A comprehensive table of specialities and locations is also included.

National Council of Technical Schools, Washington, D.C. Engineering Technology Careers; Career Guidance Information for Engineering Technicians. Publication No. 1065. 1966. (ED 024 770)

This reference may be used by students, parents, and counselors in learning the philosophy and objectives, historical background, and present status of technical schools and career opportunities as a technician. Supplementary material includes a comparison of engineering colleges, technical institutes, and trade schools.

New Jersey State Department of Education, Trenton, New Jersey. Teacher's Guide for a Model Program on Introduction to Vocations. 1965. (VT 001 455)

This pilot program, developed by the New Jersey Division of Vocational Education and tried in 14 school districts, is to assist teachers in guiding students in their choice of educational and vocational career objectives. The course, intended for students who are noncollege-bound and will terminate their formal education upon completion of high school, is designed to coordinate those areas of school (vocational guidance, industrial education, business education, and home economics) closely allied to the world of work.

New York City Board of Education, New York. "Industrial Arts. Career Guidance Series. Curriculum Bulletin, 1966-67 Series No. 27." 1966. (VT 001 359)

This resource guide is for teachers of industrial arts in the career guidance program to use in providing pupils with industrial activities and related academic experiences at the junior high school level. It was developed by a group of supervisors and teachers as an experimental study to create a program for potential dropout students and revised during three years of trial and evaluation.

New York State Education Department, Albany. From School to Work: A Pilot Study. 1969. (ED 393 349)

The problems which youth face in the transition from school to work are complex and challenging. Such problems have been conceptualized into a model which relates specific problems to dimensions of self and environment in three developmental stages. Suggestions for program activities and facilities are tabulated by problem area, and public factors are ranked by strength score. The strongest transitional needs were identified in areas of preparatory education and training, occupational information, self-actualization, worker role, job placement, mobility, and occupational mobility. Recommendations are included.

Northwest Regional Educational Lab., Portland, Oregon. August, 1971. The following series of annotated bibliographies list curriculum materials which were produced by Federal agencies. Entries are arranged by title and include date of publication, number of pages, author or corporate author, brief annotations, special aspects, document contents, relevant instructional areas, and document source. An introductory section explains the coding system, locating and ordering materials, and interpreting citations.

ED 058 444 Vocational Instructional Materials for Agriculture Available from Federal Agencies.

ED 058 445 Vocational Instructional Materials for Health Occupations Available from Federal Agencies.

ED 058 446 Vocational Instructional Materials for Office Occupations Available from Federal Agencies.

ED 058 447 Vocational Instructional Materials for Home Economics Available from Federal Agencies.

ED 058 449 Vocational Instructional Materials for Trade and Industrial Occupations Available from Federal Agencies.

ED 058 450 Vocational Instructional Materials for Technical Education Available from Federal Agencies.

Office of Education (DHEW), Bureau of Research, Washington, D.C. Promising Practices in Small High Schools. A Report of 15 Northwest Projects. 1970. (ED 037 281)

Promising methods utilized in small rural high schools to provide a wider range of experiences for students are identified and described. Each program is described in terms of identified needs, program development, description of the practice, considerations for implementation, costs, outcome, and sources of further information.

Oklahoma Vocational Research Coordinating Unit, Stillwater. A Guide for Teachers of a Course in Career Exploration, Grades 8-9-10. 1970. (ED 049 356)

This teaching guide should be of value in planning and implementing a course in career exploration. The guide presents creative ideas for the following units: (1) Know Yourself, (2) World of Work, (3) Use of Occupational Information, and (4) Career Educational Planning. The guide contains checklists, illustrations, sample forms, and a publisher index.

Olympus Research Corporation, Washington, D.C. Career Education in the Environment. A Handbook. (ED 063 471)
This handbook designed for secondary school use in exploring environmental problems and solutions and providing information on existent and emerging career opportunities, will be useful to school administrators, curriculum planners, instructors, counselors, librarians, and students.

Orange County Department of Education, Office of Marine Sciences, Santa Anna, California: Careers of the Sea. 1969. (VT 010 934)
Occupational briefs are presented for 26 marine occupations. The briefs are accompanied by a list of 27 colleges and universities on the Pacific coast offering instruction in marine sciences and occupations.

Oregon State Board of Education, Div. of Community Colleges and Career Education, Salem. Home Economics Occupations. An Exploratory Unit. 1971. (ED 065 674)
This resource unit provides guidelines for teachers who plan to explore the world of work in their programs. Developed for use in grades 7-10, the unit outlines the teaching of six major concepts.

Oregon State Dept. of Education. Self-Understanding Through Occupational Exploration (SUTOE). Teacher's Guide. Salem: Div. of Community Colleges and Vocational Education, 1969. (VT 009 161)
This teacher's guide was developed by a vocational guidance consultant with the assistance of teachers and industrial advisory personnel for use in planning lessons relating to occupational exploration on the junior high level. The program provides the student with early opportunities to learn about different occupations and careers, to evaluate his own abilities, aptitudes, and interests in occupational terms, and to plan his future educational program accordingly.

Owen, Margaret. Commercially Prepared Materials. A "Universe Model" of Occupational Education for Pikeville, Kentucky, in Conjunction with the Pikeville Model Cities Program. Pikeville: Kentucky Independent School District, December, 1971. (VT 014 506)
The two sections of this bibliography include materials which are used in the classroom with students and materials which have been used by teachers, counselors, and administrators during inservice programs. The bibliography should be useful in reviewing resources related to occupational or career education programs.

Parnell, Dale, et. al. Teacher's Guide to SUTOE (Self-Understanding Through Occupational Exploration). Salem: Oregon State Department of Education, Div. of Community Colleges and Vocational Education, 1969. (ED 034 227)
The course "Self-Understanding Through Occupational Exploration" was initiated first on a pilot basis in two school systems and later expanded to 18 school systems and 850 students. This guide is a revision of the original teacher's guide for SUTOE.

Shepard, Donald W. "Orientation to Careers in Agriculture." Agricultural Education Magazine. October, 1970. (EJ 026 130)

Smith, Earl Jay. Project VIEW: A Study of the Effectiveness and Efficiency of a Needlesort-Aperture-Card System to Disseminate Occupational Information. Final Report. Washington, D.C.: Office of Education (DHEW), Bureau of Research, 1968. (VT 007 183)

The Project for Vocational Information for Education and Work (Project VIEW) was developed to measure gains made by selected 10th grade students in several Utah high schools concerning the acquisition of non-baccalaureate vocational information.

Smith, Ethel M. "Articulated Programming: A Factor in Career Education." American Vocational Journal. Vol. 47, No. 3, pp. 58-59, March, 1972. (EJ 056 576)

Smith, Roger R. Source Unit in Careers in Agricultural Occupations. Fort Collins: Colorado State University, Dept. of Vocational Education, 1971. (VT 014 367)

Prepared to assist vocational agriculture teachers in developing high school career education programs, this resource guide suggests objectives and teaching techniques and provides job analysis information. The material included in this document may be taught as one teaching block or taught to students at various grade levels.

Sparks, Mavix C. Office Practice, General Business. Unit--Careers in Business and Office Occupations. Lexington: Kentucky University, Instructional Materials Lab., 1967. (VT 004 924)

This resource guide is for teacher use in planning approximately five lessons for high school or post-high school programs in general business or office practice classes, but it may be used as a supplementary unit in any business course. The teacher should be a business education or home economics major with business experience. A comprehensive list of references for teacher use in student guidance and career selection is included.

Syracuse City School District, New York.

The following series of study guides was designed to explain and reinforce the concepts of English, social studies, mathematics, and science needed by persons in entertainment and communications. Behavioral objectives are stated and suggested activities are listed for meeting the objectives.

VT 014 512 Careers Unlimited. . .Services--People Oriented--Social Studies.

VT 014 513 Careers Unlimited. . .Manufacturing--Science.

VT 014 514 Careers Unlimited. . .Services--People Oriented--Mathematics.

VT 014 515 Careers Unlimited. . .Services--People Oriented--English.

(continued)

Syracuse City School District, New York. (continued from previous page)

VT 014 516 Careers Unlimited. . .Structural Work--Social Studies.

VT 014 517 Careers Unlimited. . .Entertainment and Communications--English.

VT 014 518 Careers Unlimited. . .Entertainment and Communications--Science.

VT 014 551 Careers Unlimited. . .Manufacturing--English.

VT 014 564 Careers Unlimited. . . Working on the Land--Social Studies.

VT 014 565 Post Office Workers. Guided Occupational Orientation.

Tennyson, W. Wesley and Warren G. Meyer. Pilot Training Projector Teachers of Distribution and Marketing, Focusing on Responsibilities for Career Development. Minneapolis: Minnesota University, College of Education, 1967. (ED 027 383)

This pilot training project conducted during the summer of 1967 was Phase I of a two-phase training program. Phase I (ED 016 805) was conducted during the summer of 1966 and provided a group of 30 distributive education teacher-coordinators with distributive occupational experience in two business firms. The purpose of Phase II was to increase teacher effectiveness in encouraging self-exploration and developing judgment and decision-making skills in students.

Texas Tech University, Home Economics Instructional Materials Center, Lubbock. Orientation to the World of Work, Part One. 1971. (VT 012 656)

This two-part guide is for teacher use in orienting students to the world of work and developing desirable attitudes toward school, employment, social, and civic responsibilities.

Texas Tech University, Home Economics Instructional Materials Center, Lubbock. Orientation to the World of Work, Part Two. 1970. (VT 012 657)

Part Two of the teaching guide is closely interrelated and supplemental to Part One and contains a wide variety of related teaching-learning materials for both students and teacher.

Tyler, Herbert B. and H. Dale Holden. "VIP Integrates Academic and Vocational Subjects." American Vocational Journal. Vol. 47, No. 3, pp. 46-48, March, 1972. (EJ 056 240)

Vetter, Louise and Barbara J. Sethney. Planning Ahead for the World of Work: Research Report Abstract. Teacher Manual. Student Report Abstract. Teacher Manual. Student Materials. Transparency Masters. Columbus: Ohio State University, Center for Vocational and Technical Education, 1971. (ED 050 272)

The purpose of this project was to develop a package of curriculum materials designed to aid girls in considering

future alternatives in terms of labor force participation and adult female roles. Curriculum materials and a questionnaire consisting of attitude, objective, and demographic items were developed and pilot tested at the seventh, ninth, and eleventh grade levels. A major recommendation was that, with slight revisions, the materials would be appropriate to use with classes of boys and girls.

Webb, Earl S. Why Not Become a Farm Tractor and Implement Mechanic? College Station: Texas A&M University, Texas Agricultural Experiment Station, 1968. (VT 007 981)

Occupational information relating to farm tractor and implement mechanics occupations is presented to assist the student in exploring this occupational area. The material may be used in vocational agriculture classes or occupational guidance programs by any student interested in the trade.

Wisconsin State Dept. of Public Instruction, Wisconsin University, Madison; Wisconsin State University, Platteville. Preparation for Occupations in Forestry. A Resource Unit for Teaching Basic Principles of Preparation for Occupations in Forestry in Agricultural Education Courses in Wisconsin. July, 1971. (VT 014 479)

Organized by educational objectives, the unit outlines topics such as: (1) job opportunities in forestry, (2) multiple use in forest management, (3) tree planting, (4) methods of planting a tree, (5) harvesting, (6) insects common to Wisconsin trees, (7) land measurements, and (8) forest fire protection. Also suggested in this unit are principles or concepts to be learned, learning activities, instructional media, and typical questions and problems of students.

Wisconsin State Dept. of Public Instruction, Wisconsin University, Madison; Wisconsin State University, Platteville. Preparation for Occupations in Meat Processing. A Resource Unit for Teaching Basic Principles of Preparation for Occupations in Meat Processing in Agricultural Education Courses in Wisconsin. July, 1971. (VT 014 480)

Organized by educational objectives, the unit outlines topics such as: (1) breed characteristics, (2) meat inspection, (3) part identification of market animals, (5) wholesale cuts, and (6) occupations in the meat industry. Also suggested are principles or concepts to be learned, learning activities, instructional activities, instructional media, and typical questions and problems of students.

Worthington, Robert M. "Career Education for All America's Youth." Agricultural Education Magazine. Vol. 44, No. 9, pp. 219-220, March, 1972. (EJ 050 249)

GUIDANCE AND COUNSELING

Anderson, William J., et. al. "Guidance and Industrial Arts Education--For the '70's. Part II." Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 30, No. 4, pp. 76-81, December, 1970. (EJ 027 930)

Part II of an article begun in the November issue deals with occupational orientation, occupational studies, and career guidance techniques, and includes a comprehensive collection of guidance information sources.

Bohn, Martin J., et. al. The Educational and Career Exploration System: Field Trial and Evaluation. New York: Columbia University, Teachers College; American Educational Research Association, Washington, D.C., 1970. (ED 038 661)

The results of a field test of a computer-assisted counseling system conducted in a suburban high school are presented. The system, designed to provide the student with information concerning his educational and occupational choices, for use in post-high school plans, has three programs: (1) introduction and vocational orientation, (2) educational orientation, and (3) post-high school educational search.

Boynton, Ralph E. New Models and Techniques in Career Guidance. Pennsylvania: Pittsburgh University, March 11, 1966. (ED 012 936)

A model for a career guidance system that appears to effect positive change for students, schools, and the community is presented. There are four phases to the model, one for each year the student is in high school. Where feasible, senior year students are given work experience opportunities. This type of approach appears meaningful for students who are not college oriented. The use of a systems approach, peer groups for counseling, and community resources seems to operate effectively in preparing students to take their place in the economic life of a community.

Boys Club of New York. A Suggested Guidance Program for Combating School "Drop-Outs." (ED 001 735)

The club's staff would help solve the problem of school drop-outs through teaching, directing, and counseling boys in the areas of health, compatibility, respect, staying in school, planning educational goals, and developing skills that could be used in adult life. The objective was to provide the group leaders with a more definite program for guidance.

Brandon, George L. Research Visibility: Guidance and New Careers. Washington, D.C.: American Vocational Association, December, 1969. (ED 034 882)

Thirteen research reviews in this issue pertain to guidance and new careers. The bibliography lists 47 related studies and five document sources for further reading.

Brown, Bill Wesley. "Industrial Arts Teacher Preparation and Planned-for Career Guidance. Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 31, No. 7, pp. 222-224, April, 1972. (EJ 062 526)

Buckingham, Lillian. "Job Placement as a School Program." American Vocational Journal. Vol. 47, No. 3, pp. 63-64, March, 1972. (EJ 005 578)

Business Education Forum. "The Office and You. . .Careers." Vol. 26, No. 6, pp. 20-22, March, 1972. (EJ 054 930)
The variation of business offices, the types of functions performed in them, and the resulting array of career opportunities are described.

Calhoun, Calhoun C. "A Career in Business Teaching." Business Education Forum. Vol. 26, No. 6, pp. 25-28, March, 1972. (EJ 054 916)

Cameron, John D. "Conscious Career Choice." Canadian Vocational Journal. Vol. 7, No. 3, pp. 16-20, February, 1971. (EJ 047 154)

Campbell, Robert E. and Louise Vetter. Career Guidance: An Overview of Alternative Approaches. Columbus, Ohio: The Clearinghouse on Vocational and Technical Education, The Center for Vocational and Technical Education, August, 1971. (ED 059 479)
The purpose of this document is to explore alternative approaches for career guidance, after documenting the unsatisfactory status quo. The material contained in the report should aid program developers, teacher educators, and researchers who are interested in further research, development, and diffusion of career guidance systems. The paper also includes suggested references and a lengthy bibliography.

Carey, E. Niel. The Current Status of Vocational Guidance and Career Development in Maryland. Baltimore: Maryland State Dept. of Education, February 17, 1971. (ED 048 505)
Findings of a 1969-70 study of existing guidance and career exploration activities are included in this report. Problems to be solved in developing and improving the guidance program include: (1) counselor education programs do not relate at all to the preparation of vocational guidance specialists, (2) current counselor certification requirements do not mention vocational guidance, and (3) state standards policies do not address themselves to the need for vocational guidance.

Carlson, Clayton D. K Through 12 Project in Career Development and Bridging the Gap Between School and Work. Rapid City: Rapid City Area Schools, South Dakota; Watertown Independent School District 3, Watertown, S.D., 1971. (ED 060 172)
This exemplary project is designed to help all students bridge the gap between school and work by creating change through an innovative program for counselors and through the implementation of a program of occupational information, orientation, and exploration for grades K-12. A complete summary of the first year of operation is included in this report.

Columbia University, New York Teachers College, New York. Implications of Career Development Theory and Research for Counselor Education. June, 1967. (ED 024 078)

A workshop was conducted for the purpose of disseminating the recent advances in career development to a group of university professors engaged in counselor education.

Conover, Hobart F. and Ronald W. Wing. "A Career in Automatic Data Processing." Business Education Forum. Vol. 26, No. 7, pp. 3-6, April, 1972. (EJ 055 503)

Culver, Gordon F. and Fleid M. Jevons. "A Career in the Secretarial Occupations." Business Education Forum. Vol. 26, No. 8, pp. 3-6, May, 1972. (EJ 05[illegible] 504)

Delaware State Dept. of Public Instruction, Dover. Exploring Occupations. Guidelines for Implementation of Programs of Occupational Exploration and Awareness in Delaware Schools Under HB 509. December, 1970. (ED 057 234)

The intent of HB 509 is "to offer an incentive to all the school districts in the state to expand their occupational-vocational offerings so that a higher percentage of high school pupils will be work oriented and trained to become productive citizens." One of the objectives of this institute was to review some of the approaches to work orientation being used or proposed in the Delaware school system.

Flanagan, John C. "The Role of the Computer in Project PLAN." Journal of Educational Data Processing. Vol. 7, No. 1, pp. 7-17, February, 1970. (EJ 018 767)

This discusses the role of the computer in a new educational program which is to provide a flexible system to assist the student to take as much responsibility as possible in the planning and carrying out of his own educational development.

Frericks, Don. Apprenticeship Opportunities in Ohio Appalachian Counties. Columbus: Ohio State Department of Education, Division of Guidance and Testing, 1968. (VT 011 541)

This resource guide was prepared to assist the counselor in providing career information to students. The directory identifies existing apprenticeship programs as a source of local occupational information and possible future apprenticeship opportunity. A list of names and addresses of related agencies and personnel is appended.

Gelatt, H. B. Information and Decision Theories Applied to College Choice and Planning. 1966. (ED 015 486)

The decision-making program in the [illegible] Alto, California secondary schools helps [illegible]th and eleventh grade students to decide post-high school plans, high school academic loads, and college choices, using "Experience Tables" which report the experiences of other students. This paper was presented at the College Entrance Examination Board Invitational Conference on the preparation of school counselors (February 23-26, 1966).

[illegible], James E. and Mary G. Good. "Industrial Arts Involvement in Career Education." Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 31, No. 7, pp. 202-203, April, 1972. (EJ 059 010)

[illegible]. "A Career as a Business Owner." [illegible], No. [illegible], pp. 20-23, March, 1972.

Hamilton, Jack A. [illegible] Career Information and Counseling. American Personnel and Guidance Association, 1970. (ED 032 547)
The developmental guidance program presented in this [illegible] was designed to facilitate the student in this role of exploration and the formation of tentative decisions about long range educational and occupational goals. The program, however, is only prototypical and intended to stimulate the design of a broad program of educational and vocational information to meet student career needs.

Hamilton, Jack A. Video-Cross Social Models, Career Stimulus Materials and Client Characteristics in Career Decision-Making: An Experimental Study. [illegible], D.C.: American Personnel and Guidance Association, 1969. (ED [illegible])
Low [illegible] students participated in this study designed to investigate career information-seeking as information-processing behavior. Group discussion and [illegible] discussion treatments were used to promote significantly more information and ability to stimulate career decision-making at the school. Structured stimulus materials and [illegible] discussion were found to stimulate significantly more subject performance of actual career decision-making behaviors at a secondary school.

Hansen, Lorraine Sundal, et. al. Career Guidance Practices in School and Community. Ann Arbor: ERIC Clearinghouse on Counseling and Personnel Services, 1970. (ED 037 595)
This monograph is designed to determine what is being done in the nation's schools in the area of career guidance.

Harris, Joann. Summary of a Project for Computerized Vocational Information Being Developed at Willowbrook High School, Villa Park, Illinois. Villa Park, Illinois: Willowbrook High School. (ED 010 060)
A computer based storage and retrieval system has been developed for use with vocational testing and occupational descriptive data by high school students. The system provides for student-computer conversations in locating occupational data. Student counseling and research benefits are described.

Harvard University, Graduate School of Education, New England Education Data Systems, Cambridge; Newton Public Schools, West Newton, Massachusetts. Annual Report: Information System for Vocational Decisions, June 1, 1967 - May 31, 1968. 1968. (ED 021 928)
The Information System for Vocational Decisions (ISVD) helps a person make decisions in choosing a vocation by collecting and

processing data which include the following areas of information: college, career, military service, family, and the user's responses. The two data are compiled like VTIE abstracts. There is a full report of the Harvard project, and five appendices provide information related to the project.

Hawaii State Department of Education, Honolulu. The Guidance Program, Volume III: Analytic Document. 1970. (ED 055 810)
The Hawaii Department of Education conducted a guidance study which attempts to help the individual student achieve success personally, socially, and also academically by planning for his education and career.

Holland, John L., et al. A Guide to the Self-Directed Career Program: A Practical and Inexpensive Vocational Guidance System. Baltimore, Maryland: Johns Hopkins University, Center for the Study of Social Organization of Schools, March, 1972. (ED 064 516)
This report presents the Self-Directed Career Program, an inexpensive program designed to provide vocational guidance to all high school students, college students, and adults who desire it. The report discusses the need for such a program, the costs involved, the materials required, and how to use them.

Hoover, Richard and Edwin A. Whitfield. Regional Center for Collection, Synthesis, and Dissemination of Career Information for Use by Schools of San Diego County (Developmental), July 1, 1966 - June 30, 1967. California: San Diego County Dept. of Education, 1967. (ED 001 198)
The provision of occupational information on vocation curriculum (VTIE) is valuable to both students and counselors. This system can increase the effectiveness of the school vocational guidance service. The materials are easy to read with current, well-organized information. Counselors perceive VTIE materials as an aid which saves time and increases the amount of information available.

Hopson, Barrie. The Effectiveness of a Careers Course in a Secondary School. England: Leeds University, Vocational Guidance Research Unit, January, 1970. (VT 014 211)
To demonstrate that careers were of value from a vocational guidance viewpoint and to discover if widespread feedback from school leavers was reliable, an experimental group attended a careers program one afternoon per week for one year. The careers course was found to have some beneficial result.

Hopson, Barrie. The Uses of Psychological Tests in Educational and Vocational Counseling. England: Leeds University, Vocational Guidance Research Unit, 1969. (VT 008 630)
This monograph concerns the uses of psychological tests in educational and vocational counseling, past, present, and future.

Hunt, Kenneth B. Role, Function, and Approach for Guidance in Career Development of Youth from Junior High through Senior High. (Enclosure with Unpublished Item of Ohio Guidance Term and Theme). Columbus, Ohio: Department of Educational Administration, Division of Guidance and Testing, Ohio State University, 1960. (ED 002 203)

Presents the most important functions of guidance for students in junior and senior high schools based broadly on the idea that is to some about those students. Specific principles used to help these students out and demonstrate their interests in them. Approaches to guidance for use with these different groups: (1) the help and involvement of teachers, (2) the utilization of community resources, and (3) the evaluation of these relevant guidance.

Jones, G. Brian. Using Interest Inventories to Improve Vocational Guidance. Washington, D.C.: American Institutes for Research in Vocational Rehabilitation, 1960. (ED 024 484)

The problem of assisting students to consider vocational educational opportunities is discussed. To meet the needs of prospective vocational education students, a guidance system must help them in educational and vocational planning; interest them in the exploration of training opportunities; and motivate them to seek information and pursue enrollment at the appropriate institutions.

Jones, G. Brian and John D. Krumboltz. "Stimulating Vocational Exploration Through Film-Mediated Fantasy." Journal of Counseling Psychology, Vol. 17, No. 2, pp. 109-114, March, 1970. (EJ 012 460)

Two hundred seventy subjects were randomly assigned to seven treatments within each of two schools in different socioeconomic neighborhoods. Findings: (1) environmental treatments were effective, (2) participation generated more interest in having occupations, and (3) a process decision sequence model was useful in predicting which vocations others would be made before entering.

Jones, G. Brian, et al. Development and Evaluation of a Comprehensive Career Guidance System. Final Report. Palo Alto, California: American Institutes for Research in the Behavioral Sciences, 1972. (ED 068 324)

The [illegible] program employs a systematic approach to develop and evaluate guidance-oriented objectives and related instructional and counseling techniques for youth. The authors suggest that the ultimate aim of this program is to provide a comprehensive data bank of behavioral objectives, each keyed to a variety of appropriate instructional, counseling, and evaluational materials and procedures available for students, parents, counselors, and teachers who

Jones, G. Brian, et. al. Planning and Implementing a Comprehensive Career System of Individualized Guidance. Description of a Program for Developing Personal Decision Making. The CCGS Personal and Social Development Program. Palo Alto, California: American Institutes for Research in Behavioral Sciences; Washington, D.C.: American Personnel and Guidance Association; Santa Clara: Santa Clara Unified School District, 1970. (ED 041 220)

In response to intended California legislation which would allot state aid to schools on the basis of how well each educational program met its stated objectives, the comprehensive career guidance system (CCGS) was developed. It is a systematic approach to the development and evaluation of guidance oriented objectives and related instructional and evaluational experiences for students and parents.

Kilpatrick, Gordon. Choosing an Occupation Wisely--A Proposal to Take the Guesswork Out of Future Vocational Guidance. 1968. (ED 020 710)

The careers for which the student is best fitted will be shown in rank order from a battery of tests. He may then seek information about the ones with which he is unfamiliar and about the opportunities in those areas that interest him. This system would objectify the present random selection process, making more efficient use of the student's, teacher's, and counselor's time.

Kosuth, Joan and Jerry Miltenberger. Teaching for Career Decision-Making. Tustin, California: Diversified Counseling Services, 1972. (ED 063 547)

This manual describes a program which attempts to meet the need for indepth career counseling. Teaching for Career Decision-Making is a planned career development program consisting of logically organized, sequential learning activities specifically designed to familiarize a student with his own abilities, aptitudes, interests, and values so that he may relate them to the educational and career choices available to him.

Lee, Jasper S. Occupational Orientation: An Introduction to the World of Work. State College: Mississippi Research Coordinating Unit for Vocational-Technical Education; Jackson: Mississippi State Dept. of Education, Div. of Vocational and Technical Education. 1971. (ED 057 235)

Developed by curriculum coordinating unit staff, this study guide was designed for use by students in occupational orientation classes. Each unit includes pertinent background information, review questions, and suggested activities. It is hoped that this material will help students make intelligent career plans and decisions.

Link, Albert D. "The View of Texas." Vocational Guidance Quarterly. Vol. 19, No. 2, pp. 134-139, December, 1970. (EJ 030 382)

The State of Texas has piloted a modified view program under the name--Vital Information for Education and Work.

Malow, Arnold. "The Relationship of Industrial Arts to Occupational Orientation." [illegible] - A Journal of Industrial Arts Education. Vol. 31, [illegible]. 1972.

Meyer, Warren G. and Harold O. Tuttle. "A Career in Marketing and Distribution." Business Education Forum. Vol. 26, No. 8, pp. 9-11, May, 1972. (EJ 059 823)

Minor, Frank J. [illegible] Counseling Based Upon Educational and Career Exploration System. Yorktown Heights: [illegible] Research Laboratory, [illegible]. (ED 041 305)

The actual guidance of the educational and career exploration system (ECES) are described. The system was field-tested in Montclair High School in New Jersey. On the basis of the findings, a system was developed which will be tested in the Gennessee Intermediate School District in Flint, Michigan. The paper concludes with a brief assessment of the advantages which ECES can provide to the student, the counselor, and the school. It is not available in hard copy due to the marginal legibility of the original document.

Mullen, Margaret J. A Volunteer Program in Vocational Information and Career Guidance for Secondary Schools. A Handbook. Redwood City, California: Sequoia Union High School District, 1968. (ED 027 [illegible])

This handbook is intended for the use of school administrators, teachers, and/or counselors who may wish to use volunteers in a school-community, career guidance program. The purpose of the school resource and career guidance program is to provide volunteer service which will supplement the effectiveness of school and cultural and educational enrichment.

Nanassy, Louis C. and Rosemarie McCauley. "A Career in the Clerical Occupations." Business Education Forum. Vol. 26, No. 7, pp. 9-12, April, 1972. (EJ 055 584)

Nell, Marcella and Blanche D. Paulson. Handbook for Counselors, Grades 7 Through 12. Illinois: Chicago Board of Education, 1968. (ED 002 250)

The purposes of the program in the Chicago School System are to assist each student in developing realistic ideas and images about himself, to learn about the opportunities for himself in the world, and to help him formulate, plan for, and achieve worthy and realistic goals with ever-increasing self-direction. Every student in grades 7-12 is part of the longitudinal guidance program involving continuous counseling with the same counselor as long as he remains in the same school. Also discussed in detail are basic techniques for guidance and resources for a guidance program.

New York City Board of Education, New York. "Guidance and Job Placement. Career Guidance Series. Curriculum Bulletin, 1966-67 Series, No. 2C." 1967. (VT 004 657)

The career guidance program utilizes specialized and intensive guidance and a curriculum centered around the world of work to accomplish its objectives, namely, an increased level of educational and vocational aspiration within junior high school students.

This specially designed teaching guide in guidance and job placement is one of a series designed for use with junior high school students who are, in general, average, frustrated, or retarded in most school subjects, and indifferent to education. The bibliography lists resources in the areas of occupational information, testing, and counseling information.

New York State Education Department, Albany; Board of Cooperative Educational Services, Jericho, New York. Vocational Guidance in Education. A Demonstration Center of Occupational Information for Career Guidance. Summary. 1968. (VT 009 043)

See abstract of ED 024 838 or VT 007 626 (ARM Fall 1968) for the complete report.

New York State Education Department, Bureau of Guidance, Albany. Vocational Guidance Models, A Review. 1969. (ED 038 533)

The five projects presented in this report illustrate different approaches to vocational guidance. An occupational survey of St. Lawrence County was undertaken to determine the curriculum needs of the vocational centers. A follow-up study is included for graduates of two area vocational centers, classes of 1963-1966.

New York State Education Department, Bureau of Agricultural Education, Albany. What Are the Agricultural Occupations: Five Areas to Consider. 1970. (VT 011 312)

Developed for school administrators, guidance counselors, and agriculture teachers, this publication briefly describes employment and educational opportunities for careers in farming, conservation, ornamental horticulture, agricultural mechanization, and agricultural business. Each description contains information on job duties, job locations, salaries, education requirements, and available training programs. Photographs illustrate the text.

Ohio State Department of Education, Columbus Division of Guidance and Testing, Mansfield. Occutapes. 1971. (ED 055 215)

This project was initiated under provisions of Title III to develop guidelines and recommendations for the development and use of videotaped field trips in guidance and career education in Ohio.

Oklahoma State Department of Education, Dept. of Vocational-Technical Education, Oklahoma City. A Guide for Developmental Vocational Guidance. Grades K-12. 1968. (ED 026 532)

The purpose of this guide is to share with teachers, administrators, and counselors recommendations involving some facets of child development and some basis for vocational decision-making. Vocational guides are presented for grades K-3, grades 4-6, grades 7-9, and grades 10-12.

Prickett, Gary L. "A Career in Bookkeeping and Accounting." Business Education Forum. Vol. 26, No. 8, pp. 15-16, May, 1972. (EJ 058 634)

Resnick, Harold S. and Rocco A. Ricciuti. "The Role of Industrial Arts in Career Education." School Shop. Vol. 31, No. 10, pp. 17-18, June, 1972. (EJ 050 933)

School Shop. "Career Education Now: The Past 480 Days." Vol. 31, No. 10, pp. 19-21, June, 1972. (EJ 050 934)

Siegel, Barbara, et. al. "Career Education Through Industrial Arts." Man/Society/Technology. A Journal of Industrial Arts Education. Vol. 31, No. 9, pp. 220-223, April, 1972. (EJ 050 930)

Sprague, Douglas G. and Donald J. Strong. "Vocational Choice Group Counseling." Journal of College Student Personnel. Vol. 13, No. 1, pp. 35-36, 45, Denver, Colo., (EJ 049 572)

Stanislaus County Department of Education, Modesto. An Evaluation in Stanislaus County Secondary Schools, 1967-1968. Regional Center for Career Information. (ED 026 450)

For a description of Information for Education and Work (VIEW), this project placed in Stanislaus County High Schools and Modesto Junior College an easily available set of reference materials pertaining to work opportunities for students not planning a college career. To evaluate this effort, questionnaire data were gathered from students, school personnel, and employers. This data, in turn, revealed that students using VIEW knew more about job opportunities and that they would use this material again if it were available.

Staton, Earl E., et. al. Educational Plans and Vocational Choices. Career Motivation Study and Recruitment Project, Report Number Two. Louisville: Kentucky Mental Health Manpower Commission, 1960. (ED 026 044)

The career motivation study was conducted by the Kentucky Mental Health Manpower Commission to improve present career recruitment methods in all health programs, particularly in mental health. It is hoped that increased high school students' knowledge and familiarity with mental health will stimulate an interest in careers in the field. Available from: Kentucky Mental Health Manpower Commission, 7320 Ig Grange Road, Louisville, Kentucky.

Stutz, Rowan C. Career Selection Education for Students Attending Small Isolated Schools. Salt Lake City, Utah: Western States Small Schools Project, 1967. (ED 010 064)

This document lists the assumptions upon which the career selection education project is based and the criteria for a school's participation in the project. The objectives of the project are to aid students in making realistic career selections, develop skills and competencies useful in many careers, and develop specific job entry skills. An integral part of the program is the effective use of community resources for work experience, exploration, observation, and analysis.

Stutz, Rowan C. and Russell G. Merrell. Educating Rural Youth for Success in the World of Work. Salt Lake City, Utah: Western States Small Schools Project, 1967. (ED 020 045)
The career selection education (CSE) activities of 14 schools in this project are reported. The objectives of the project were to help students in rural areas make realistic career selections, develop an awareness of requisite skills and considerations in a broad spectrum of careers, and develop specific job entry skills.

Swain, Imelina. "A Training Program for Career Exploration Teachers." American Vocational Journal. Vol. 46, No. 8, pp. 81-82, November, 1971. (EJ 047 468)

Thompson, Jack M. and Darryl Laramore. "The Relative Effectiveness of Two Types of Media in the Dissemination of Vocational Information." California Personnel and Guidance Association Journal. Vol. 3, No. 1, pp. 27-36, September, 1970. (EJ 030 337)
The relative effectiveness of "VIEW" and "FILM LOOP" in the dissemination of vocational information was investigated. The results indicated no general superiority for either medium. Results support the use of VIEW as a differential approach to career guidance while FL is seen as a non-discriminatory technique for a wide range of students.

Thoresen, Carl E., et. al. Behavioral School Counseling: A Demonstration of the Stanford Career Planning Project. Washington, D.C.: American Personnel and Guidance Association, 1969. (ED 031 721)
The Stanford Career Planning Project designed and tested the effectiveness of three competing experimental treatments for promoting career exploration in adolescents.

Tiedeman, David V. The Cultivation of Careers Through Guidance and Vocational Education. Information System for Vocational Decisions. Project Report No. 1E. Cambridge, Massachusetts: Harvard University, Graduate School of Education, 1969. (ED 034 212)
An enlargement of the understanding of the career for the individual is necessary in order to put the imperative need of work for everyone more into perspective. The ultimate goal for this program includes the integration of community resources for the common good, individualization of instruction, and education for individuality (including therapy or education for the mentally ill) leading to the fostering of identification, the fundament of identity.

Utah State University, Research Coordinating Unit for Vocational and Technical Education, Logan. Proposal for a Mobile Assisted Career Exploration Unit. 1968. (ED 042 179)
A pilot program is proposed to determine if a mobile guidance unit operating on a limited time schedule can provide a feasible means for increasing maturity of rural ninth grade students. The program is designed to help the student acquire experience in two basic areas: knowledge of self and the world of work, and practice in utilizing this knowledge in prevocational decision-making.

Wakefield, Edwin A. [illegible]. [illegible]

Wilkirson, Donald and James [illegible]. "A Career in Management." [illegible]

Willowbrook High School, Villa Park; [illegible] College, Glen Ellyn, Illinois. [illegible]. (VT 120 764)

Willowbrook High School, Villa Park; Illinois Research and Development [illegible]. Computerized Vocational Information [illegible]. (VT 015 [illegible])

Wisconsin State Department Service, Program Development and Research Bureau, Madison. [illegible]. (TM 001 [illegible])

Witczak, Lois A. [illegible]. "Project: [illegible] Orientation." [illegible]. (EJ 021 861)

Wykle, James. "[illegible]: Implications for Career Education." Business [illegible], January, 1972. (EJ 050 253)

Yount, [illegible]. "[illegible] Career [illegible]." Educational [illegible]. (EJ [illegible] 117)

DISADVANTAGED

Atlanta Public Schools. A Secondary Pre-Vocational Curriculum Guide for Teachers of the Educable Mentally Retarded. Georgia: Atlanta Public Schools, 1970. (ED 062 545)

This curriculum guide is designed for secondary teachers who have specialized training in the area of mental retardation. The guide contains a complete listing of courses for grades 8-12, and the content to be covered in each course is outlined along with specific behavioral objectives and a limited number of instructional procedures.

Crawford, Fred L. Career Planning for the Blind. A Manual for Students and Teachers. Winnetka, Illinois: Hadley School for the Blind, 1966. (ED 065 667)

This manual was designed for use in a classroom situation, in a tutorial setting, or by a rehabilitation center as an informal training program. Included in the manual is information on evaluating the labor market and the world of work and a presentation of methods and techniques for selecting a job.

DePetro, Henry. "Operation Bridge"--An Innovative, Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report. Greeley, Colorado: Aims Community College, 1972. (ED 062 549)

Planned as a cooperative program between Aims College and a local school district, the exemplary program Operation Bridge will represent a comprehensive approach to the vocational needs of disadvantaged youths with a program aimed mainly toward Chicano youths from economically underprivileged families.

Doty, Charles R. and John P. Coogan. An Assessment of P.A.C. Plan-A-Career. New Brunswick, New Jersey: Rutgers, The State University, Dept. of Vocational-Technical Education, July, 1971. (VT 014 749)

This report evaluates the Plainfield, New Jersey, program for the potential dropout and the special education student. Known as the Plan-A-Career Program (PAC), emphasis was placed on improving job aspirations of lower income children through a hands-on experience of junior high school students in the business department of the school, taught by senior high school students.

Klope, Gordon J., et. al. Expanding Opportunities Through Guidance--Outcomes in Brief of a Conference for Guidance Workers, Glen Falls, New York, February, 1961. New York: New York State Commission for Human Rights, 1961. (ED 001 285)

The role of guidance in expanding the opportunities of socially and economically deprived youth was discussed. Several goals, along with methods of their implementation, were formulated in the discussion.

Leonard, George E. Developmental Career Guidance in Action, The First Year. Detroit, Michigan: Wayne State University. (ED 013 456)

The Developmental Career Guidance in Action (DCGA) Project sought to: (1) broaden and raise the educational-occupational levels of aspiration of a selected group of Detroit inner-city public school students, (2) develop a pilot program to better meet their needs through emphasis on developmental educational-occupational career guidance in grades one through twelve, and (3) to involve the staffs of the participating schools in the program through cooperative planning and development. The project was evaluated by Dr. Charles Morris who concluded that the idea and strategy for implementation of DCGA had made "a significant contribution to the young people in the project schools."

Leonard, George E., et. al. The Developmental Career Guidance Project: An Interim Report. Detroit, Michigan: Detroit Public Schools, Wayne State University, 1968. (ED 035 031)

The main goal was to encourage staff participants in inner-city high schools to look critically at their school program with an eye toward utilization of occupational and career as a focus for helping inner-city youth to raise their level of aspiration.

Leonard, George E. "Vocational Planning and Career Guidance Project." Education Technology. Vol. 9, No. 3, pp. 42-46, March, 1969. (EJ 002 118)

Lyle, Buel R. Pilot Occupational Education Programs for Small Rural and Suburban Arkansas Schools in Grades Five Through Twelve. Interim Report. Little Rock: Arkansas State Dept. of Education, Div. of Vocational, Technical, and Adult Education, June, 1971. (ED 063 458)

To assist rural and small suburban schools in depressed areas in establishing occupational education programs for grades 5-12, pilot programs were instituted in eight participating schools. The project worked to: (1) provide occupational orientation, (2) create favorable attitudes in marginal and disadvantaged students toward education and its contribution to the world of work, (3) relate classroom instruction to an immediate job, (4) provide vocational guidance and job placement, and (5) provide short intensive training for seniors with no previous occupational training. Although comprehensive evaluation would be premature, preliminary findings show that all eight schools have begun to implement each objective. Reports from each of the local schools are included.

McKinley, Bruce, et. al. Career Education at O.S.S.D.: A Study of Needs and Plan of Action for Career Education at Oregon State School for the Deaf. Salem: Oregon State Board of Education, Special Schools Division, 1970. (ED 052 351)

This report presents the specific analysis and recommendations of the appointed study team members for a comprehensive plan for career education which will lead to higher and more

diversified employment for the deaf. The plan calls for guidance and exploratory opportunities and puts heavy emphasis on the student's choice of a career field. It integrates "academic" and "vocational" courses and individualizes the program. Reports based on the extensive analysis of both educational opportunities and labor market conditions are included in the report.

Miller, Carroll H. A Pilot Project for Vocational Guidance in Economically Underdeveloped Areas. Springfield: Illinois State Office of the Superintendent of Public Instruction, Dept. of Guidance Services, 1968. (ED 026 527)

The purpose of this project was to establish a demonstration program to provide guidance services for: (1) non-college bound high school seniors, (2) recent high school graduates currently unemployed, and (3) former high school students who had dropped out of school within 3 years of initiation of the project. An evaluation of the project indicated definite success in stimulating leadership for the schools involved, and adoption of selected practices by other counties and other states; however, the influence of the project upon the lives of individual students could not be quantitatively described.

Milwaukee Vocational, Technical, and Adult Schools. You and Your Job: What Is It? Where Is It? How To Get It? How To Keep It? Where Do You Go From Here? Wisconsin: Milwaukee Vocational, Technical, and Adult Schools, 1968. (VT 011 893)

These student handbooks were prepared by the Milwaukee Vocational, Technical, and Adult Schools for use in developing proper attitudes toward work and the job. Prepared specifically for the disadvantaged, the color-coded pamphlets offer suggestions on finding a job as well as on good work habits and good human relations.

National Committee on Employment of Youth. Papers Presented at the National Workshop on Vocational Education for the Disadvantaged (Atlantic City, New Jersey, March 12, 13, 14, 1969). New York: National Committee on Employment of Youth, March, 1969. (VT 009 811)

A workshop was conducted to provide school administrators and vocational educators with practical information and guidance on how vocational education can most effectively plan, organize, and operate meaningful programs for disadvantaged youth and adults.

Nenni, Irene W. Development of Vocational Education for the Handicapped. Final Report. Huntington, West Virginia: Cabell County Board of Education, October, 1971. (VT 014 771)

Based upon the guidelines established by the West Virginia Plan of Vocational Education, this curriculum development project was designed to stimulate new ways to create a bridge for the handicapped between school and earning a living. The scope of the project was to broaden occupational aspirations and opportunities for youth with academic, socioeconomic, and physical handicaps at Fairfield School in Huntington, West Virginia.

New York State Education Dept. Learning Laboratories for Unemployed, Out-of School Youth--Communication Skills. Albany: New York State Education Dept., Bureau of Continuing Education Curriculum Development, 1972. (ED 063 478)

This compilation of learning activities is designed for use by language arts teachers to supplement the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth." The 19 activities, which are intended to orient the disadvantaged student to the world of work, emphasize such topics as nonverbal communication, writing skills, speech patterns, and completing job application forms.

New York State Education Dept. Learning Laboratories for Unemployed, Out-of-School Youth--Communication Skills (With Extensive Consumer Applications). Albany: New York State Education Dept., Bureau of Continuing Education Curriculum Development, 1972. (ED 063 479)

This compilation of learning activities is designed for use by mathematics instructors to supplement the curriculum handbook, "Learning Laboratories for Unemployed, Out-of School Youth." The 34 activities, which are intended to orient the disadvantaged student to the world of work, emphasize such topics as basic mathematical combinations, multiplication, division, budgeting, banking terms, using a checking account, and credit. An introductory section provides further suggestions to the teacher, including the recommendation that learning activities be organized in short, achievable units which can be gradually increased when the students' attention span, interest, and work habits improve.

Osborn, William C., et. al. An Instructional Program for Employability Orientation. Alexandria, Virginia: Human Resources Research Organization, 1972. (ED 064 491)

Prepared by a group of scientists from an analysis of Work Incentive (WIN) Program goals and a national survey to identify expected enrollee behavior, this 2-part handbook is intended primarily for use by WIN teams in developing an employability training and orientation program for WIN populations but would be useful for work with similar trainees.

Pivnick, Isadore. School-Community Improvement Program, 1961-1964. Final Report. San Francisco: San Francisco Unified School District, 1964 (ED 015 995)

The role of the San Francisco School-Community Improvement Program (SCIP) in the development of various programs for disadvantaged youth is discussed in this report. Most of the report describes specific SCIP activities in the elementary, junior, and senior high schools, and one part deals with vocational preparation efforts which involve business, industry, and public agencies as well as the schools.

Selland, Larry. A Statewide Program in Developmental Vocational Guidance (K-12) and Occupational Preparation for the Changing World of Work. Interim Report (July 1, 1970-June 30, 1971). Bismarck: North Dakota State Board for Vocational Education, June 30, 1971. (VT 014 631)

A large percentage of North Dakota youth do not have access to adequate vocational information on which to base vocational and educational decisions. Thus, specific objectives of this comprehensive vocational guidance and preparation project included: (1) providing students with experiences designed to assist them in evaluating their interests, aptitudes, values, and needs, (2) assisting students in recognizing the range of occupations that exist which would allow them to express themselves and live the type of life they desire, (3) helping students explore some occupations in detail, and (4) providing job entry skills through intensive training programs and cooperative education. A major conclusion of this project is that career development activities for K-12 will enrich the curriculum and make learning more relevant.

Shulman, Lee S. The Vocational Development of Mentally Handicapped Adolescents: An Experimental and Longitudinal Study. Final Report. Monograph No. 6. Chicago, Illinois: Jewish Vocational Service, Michigan State University, 1967. (VT 007 515)

The objectives of this research were to: (1) study the process of vocational development for a sample of educable mentally handicapped adolescents, (2) examine the effects of a treatment program begun in early adolescence in modifying the process of vocational development, and (3) identify those variables which contribute to or may hinder the success of these youngsters in their efforts to become successfully functioning adults.

State University of New York. Special Programs Under Title I, Higher Education Act of 1965, August 1966 - October 1967, Final Report. Farmingdale: State University of New York Agricultural and Technical College, 1967. (ED 015 393)

In 1966, the State University of New York at Farmingdale developed three non-credit daytime programs in education for community service. All programs involved guest speakers, field trips, films, new techniques in group guidance, and creative teaching materials. Instructors included a nurse, a social worker, and three assistant instructors working in a team teaching situation.

Thomas, Hollie B., et. al. Evaluation of an Educational Program for the Rural Disadvantaged. Research Report. Urbana: Illinois University, Div. of Agricultural Education, July 1970. (ED 061 425)

The objective of this phase of the Rural Education Disadvantaged Youth Project (Project REDY) was to evaluate the model vocationally-oriented educational program that was developed in an earlier phase of the research. This educational program focused upon: (1) youth and career choices, (2) family financial management, and (3) improvement of family income.

BACKGROUND REFERENCES

American Vocational Association, Washington, D.C. Report of AVA Task Force on Career Education. (ED 065 730)

The American Vocational Education (AVA) Task Force on Career Education met to formulate a recommended position for AVA on career education. Papers were presented, and six study groups made recommendations regarding the position that AVA should take on concepts and issues. Study group recommendations covered leadership, financing, the role of vocational education, and the role of AVA in communications.

American Vocational Journal. "Task Force Report on Career Education." Vol. 47, No. 1, pp. 12-14, January, 1972. (EJ 050 242)

Anderson, Ruth I. "Nomenclature of the '70's." Journal of Business Education. Vol. 47, No. 7, pp. 274-275, April, 1972. (EJ 055 787)

Bennett, James G., Jr. "Developing Positive Perceptions About the World of Work." Business Education World. Vol. 52, No. 1, pp. 13-31, September-October, 1971. (EJ 049 398)

This article suggests a program of vocational education as early as the primary grades with an accurate orientation to the worth of all work and expanding with a gradual, long-haul exposure to occupations.

Bottoms, Gene. "State Level Management for Career Education." American Vocational Journal. Vol. 47, No. 3, pp. 89-92, March, 1972. (EJ 055 448)

Budke, Wesley E. and Joel H. Magisos. Answers to Questions on Vocational Education; Cooperative Education, Cost-Effectiveness, Curriculum Development; Occupational Exploration, Placement and Follow-Up, and Programs for Rural Areas. Columbus, Ohio: Center for Vocational and Technical Education. (ED 057 233)

This short booklet contains questions and answers concerning several aspects of vocational-technical education, including characteristics of a career oriented school curriculum. The publications from which the answers were drawn review and synthesize research in the field. Information about them and how to order them is included.

Coster, John K., et. al. A Holistic Approach to Evaluating Occupational Education with Implications for Accreditation. Raleigh: North Carolina State University, Center for Occupational Education, June 11, 1970. (VT 014 082)

In order to translate national goals relative to occupational education into reality, a model for education for occupational proficiency was developed. The model considers the totality of preparation for employment within the school system and is based on the assumption that all curricular experiences are or should be relative to preparation for gainful employment. In addition to the proficiency model, a general educational system evaluation model was developed and provides the conceptual framework for the evaluation and upgrading of an educational system.

Coster, John K., et. al. A Model for Education for Occupational Proficiency. Raleigh: North Carolina State University, Center for Occupational Education, 1969. (ED 055 224)
This paper delineates the problems confronting professional personnel in occupational education in attaining the national goal as expressed by Congress which is to provide optimum employment for each individual who is able to work.

Cross, Aleene. "AVA Role in Career Education." American Vocational Journal. Vol. 47. No. 3, pp. 24-26, March, 1972. (EJ 055 779)

Dobrovolny, Jerry S. "Let's Get On With Career Education." Technical Education. pp. 74-75, April, 1972. (EJ 055 789)

Drier, Harry N., Jr. "Career Development Activities Permeate Wisconsin Curriculum." American Vocational Journal. Vol. 47, No. 3, pp. 39-41, March, 1972. (EJ 055 662)

Duncan, J. Alan. "The Importance of Vocational Influence at the Local Level." American Vocational Journal. Vol. 46, No. 8, pp. 35-36, November, 1971. (EJ 047 027)

Engelhardt, David F. Potential for Occupational Education or Career Development Programs in Two School Systems. Purdy Station, New York: Engelhardt and Engelhardt, Inc., November, 1971. (ED 063 486)
This document contains excerpts from two larger studies illustrating how two communities have approached problems of bias and neglect in the occupational education area. The first series of excerpts come from a curriculum study conducted in an affluent suburb where a high motivation for college preparatory work exists but not for occupational programs. The second series of excerpts come from an appendix of a school consolidation survey conducted in rural areas where transition from traditional vocational agricultural programs to more "modern" courses was being contemplated. Results relating to the need for vocational education, philosophy, educational facilities, recommended courses, and implementation strategies are discussed.

Geppert, William J., Jr., and John F. Reiher. Career Science and Mathematics Education Workshop with Computer Implications. Final Report. Dover: Delaware State Dept. of Public Instruction, December, 1971. (VT 014 807)
Since education must be adaptable to a broad spectrum of pupils, school situations, and communities, science must be taught in ways which are relevant to all children. This workshop, attended by 38 science and mathematics teachers, was designed to develop a set of overall objectives for science and mathematics education to serve as the basis for career education using the computer as the vehicle.

Hoyt, Kenneth B. "Career Education and Career Choice." American Vocational Journal. Vol. 47, No. 3, pp. 84-88, March, 1972. (EJ 055 782)

Illinois State Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division, Springfield. Workshop Handbook: Writing Measurable Objectives for Career Education. (ED 064 502)
Designed for use in a 2-day workshop, this handbook explains the advantages of using measurable objectives in career education and includes techniques for writing the objectives. Included in the appendices are techniques for job competency identification and procedures for objectives writing. Assistance in designing and conducting such a workshop is available from the authors or the Division of Vocational and Technical Education, Illinois.

Laine, Oliver H. "Caveat Emptor (Let the Buyer Beware) Is Not Enough." Education. Vol. 92, No. 4, pp. 26-27, April-May, 1972. (EJ 058 682)

Lincoln County Board of Education, Dept. of Vocational Education, Hamlin, West Virginia. Teacher's Unit Evaluation of Career Education Units. Exemplary Program of Awareness and Career Development. (VT 014 590)
As a means of maximizing teacher involvement in the career education and occupational awareness program, a county career development staff prepared this series of questions to be answered by teachers as an indepth appraisal of the effectiveness of the teaching units they use in their classrooms.

Lovell, Malcolm R., Jr. "Let's Cure Job Unreadiness." Manpower. Vol. 4, No. 2, pp. 26-28, February, 1972. (EJ 050 248)

Maley, Donald. Relationship of Industrial Arts to Occupational Orientation. College Park: Maryland University, Dept. of Industrial Education, December 3, 1971. (ED 064 470)
Occupational orientation, one of several titles used for a movement that is affecting all levels of public education, is an area where industrial arts can play a significant role. Industrial arts can make a significant contribution by helping the individual to: (1) understand himself, (2) develop societal awareness, and (3) develop fundamental skills. Each of these areas deals with the general educational development of people with no specific identification of fixed manipulative skills, jobs, or occupations, and are in essence broad areas of competence vital to effective occupational orientation.

Marland, Sidney P. "Career Education - A New Priority." Science. Vol. 176, No. 4035, pp. 585, May, 1972. (EJ 057 336)

Marland, Sidney P. "Career Education: Every Student Headed for a Goal." American Vocational Journal. Vol. 47, No. 3, pp. 34-36, 62, March, 1972. (EJ 055 780)
Marland elaborates on the U. S. Office of Education plan for Career Education, reports on steps already taken, and generally assesses progress.

Marland, Sidney P. "Educating for the Real World." Business Education Forum. Vol. 26, No. 2, pp. 3-5, November, 1971. (EJ 047 136)

Marland, Sidney P. "The Endless Renaissance." American Education. Vol. 8, No. 3, pp. 4-5, April, 1972. (EJ 057 225)

Marland, Sidney P. A Year Ago This Week. Washington, D.C.: Department of Health, Education, and Welfare: Office of the Commissioner of Education, December 15, 1971. (ED 059 770)
The implications for American education today in reforms initiated at the Federal level in finance, research, curriculum, accountability, and administration were discussed by the U. S. Commissioner of Education.

Marlow, Claudia C. and Richard S. Marlow. "Career Study: A Key to the Future." Business Education Forum. Vol. 26, No. 8, pp. 58-60, March, 1972. (EJ 054 201)
Because general business is for all students regardless of major and ability level, it is an appropriate place to include the study of planning and preparing for work.

Maryland State Dept. of Education, Baltimore. Career Education: A Handbook for Implementation. February, 1972. (ED 062 521)
Developed by educators with the help of an advisory group, this handbook was prepared for use with a film and slide presentation at a series of national conferences designed to familiarize decision-makers with the nature and advantages of career education.

Matthews, Howard A. Career Opportunities for Associate Professional Manpower. Paris, France: Organization for Economic Cooperation and Development, Directorate for Scientific Affairs, October, 1971. (ED 057 253)
The demand for the associate professional is creating new jobs, providing services, and making greater use of manpower. The formal education system needs to be changed to meet the needs of people who for livelihood and for personal growth and fulfillment must engage in a lifetime of learning. The concept of education should be changed to include society as an educative system.

McLeod, Pat. "Career Education." Man/Society/Technology - A Journal of Industrial Arts Education. Vol. 31, No. 7, pp. 214-217, April, 1972. (EJ 058 812)
The roles of the teacher, the parent, and the students and the implications of career education for course content are discussed.

National Advisory Council on Adult Education, Washington, D.C. Adult Education. Annual Report, National Advisory Council on Adult Education. March, 1972. (ED 060 435)
Recommendations of the President's National Advisory Council on Adult Education are the subject of this first annual report. The activities of the Council during its first year are listed.

New York University, Graduate School of Social Work, New York. A Comprehensive Research Guide to Aid the Development of New Careers Programs in Human Service. Volumes I-IV. (ED 060 506)
This 4-volume research guide to New Careers programs, which was derived from personal interviews with approximately 100 respondents

in individual group sessions, is intended to serve a variety of uses, such as: (1) to encourage program planners and operators to utilize research as a means of contributing to problem solving, and (2) to stimulate and assist those researching various aspects of New Careers programs.

Office of Education (DHEW), Division of Vocational and Technical Education, Washington, D.C. Abstracts of Research and Development Projects in Career Education, June, 1972. (ED 063 520)
A booklet to provide overall background information on research and development projects in career education as well as an abstract of the activities being undertaken in each individual project is presented. Each of the 50 states, the District of Columbia, and the various territories of the United States are represented.

Office of Education (DHEW), Washington, D.C.; Ohio State University, Center for Vocational and Technical Education, Columbus. Combined Resource Papers from the National Conferences on Career Education--For Deans of Colleges of Education (Columbus, Ohio, 24-26, 1972) and For Professors of Educational Administration (Columbus, Ohio, May 7-9, 1972). 1972. (ED 064 498)
This publication contains papers presented during two 3-day conferences for 71 deans of Colleges of Education and 134 professors of educational administration, both of which focused on orienting selected educational leadership personnel to the implications of preparing educational personnel with a career education program focus.

Olson, LeVone A. Career Exploration: Instructional Materials, Evaluative Results and Innovative Programs. West Virginia: Marshall University, Dept. of Vocational-Technical Education. (ED 064 511)
Recognizing the need to evaluate traditional methods of providing career information, this report reviews: (1) career exploration instructional materials, (2) research on career exploration programs, and (3) other innovative career exploration programs. Materials reviewed include simulation kits, handbooks, films, resource guides, information on decision-making experiences, gaming, the cluster concept, and mobile units.

Oregon State Board of Education, Salem. 1970 Summer Institute of Career Education (Salem, Oregon, June 8-12, 1970). June, 1970. (VT 014 712)
Twenty-five participants, meeting with numerous consultants, explored ways to make the high school curriculum relevant to the needs of all students. An evaluation of the conference and a directory of schools working with clusters are included.

Peterson, Marla, et. al. The Occupac Project (A Project to Develop Occupational Information Learning Activity Packages for Grades K-9). Final Report. Charleston: Eastern Illinois University, Center for Educational Studies, June, 1971. (ED 055 225)
During phase I of a two-phase project, 15 Occupacs (learning activity packages) were developed, pilot tested in a university laboratory school, field tested in four public school systems, revised, and submitted to professionals for final review.

Intended to provide occupational information to children in grades K-9 at different levels of difficulty, each Occupac contains multi-media materials in the form of slides, tapes, equipment, and materials used in different occupations, decision-making simulation activities, and other props. Tape scripts for each of the 15 Occupacs are appended.

Shoemaker, Byrl R. "Career Education: A Chance for Change." American Vocational Journal. Vol. 47, No. 3, pp. 27-28, 30-31, March, 1972. (EJ 055 661)

Stamps, B. J. "Career Education--Big D Style." American Vocational Journal. Vol. 47, No. 3, pp. 42-44, March, 1972. (EJ 056 572)

Swanson, Gordon I. "Career Education: Barriers to Implementation." American Vocational Journal. Vol. 47, No. 3, pp. 81-82, March, 1972. (EJ 055 781)

Thal-Larsen, Margaret. Occupations: Values and Survival. Berkeley: California University, Dept. of Industrial Engineering and Operations Research, May 8, 1971. (ED 063 541)

In a speech presented before the 1971 Annual Spring Conference of the NCVGA, the speaker addressed herself to a discussion of some of the major findings of the Bay Area Labor Market Project, begun in 1966 at the University of California in Berkeley, and intended to explore the functioning of a large metropolitan labor market, the relationship between various participants and the interactions between various labor market practices and policies.

Wray, Ralph D. "A Package Approach to Desired Outcomes in Career Education." Journal of Business Education. Vol. 47, No. 4, pp. 153-154, January, 1972. (EJ 050 252)

This article reports on a workshop that provided teachers with an opportunity to develop a career education learning activity package.